Blueprint for Maryland's Future:
Initial Implementation Plan
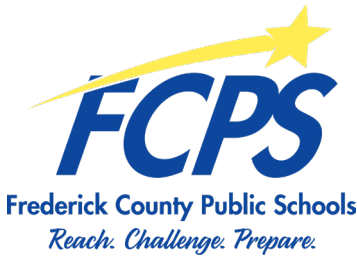
Frederick County Public Schools

March 15, 2023 Submission
Rev. May 12, 2023

Accountability &
Implementation
Board
BLUEPRINT FOR MARYLAND'S FUTURE

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

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Pillar 1: Early Childhood Education

Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

1. **Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

During the 2021-22 school year, Frederick County Public Schools (FCPS) began planning to open Pre-K seats to students whose families' household income was up to 300% of the federal poverty level. In 2022-23, families applying to Pre-K were accepted in two groups:

- Tier 1 - Families earning up to 300% of federal poverty guidelines.
- Tier 2 - Children with IEPs, English learners, and those whose families earn between 300-600% of federal poverty guidelines.

As a result of our efforts, our traditional 4-year-old full day Pre-K programs are filled to 94% capacity. Of note, there are 980 full day general education seats of which 280 are funded through the Pre-K Expansion Grant. As of the 9/30/2022 enrollment count, 76% of our full day traditional Pre-K seats are filled with Tier 1 students. As we prepare for 2023-24, classroom space is our biggest challenge for serving 4-year olds. We will convert our only remaining half day program to a full day program and add additional seats in areas with high demand in 2023-24.

Centrally Coordinated Enrollment: In 2023-24, the centrally coordinated enrollment system will be in place. A central registrar will collect relevant information from families through an online Pre-K application. Applying eligibility criteria, the registrar will inform schools which students should be enrolled into their available Pre-K slots. This will ensure that criteria are being applied fairly across FCPS and provide greater access for Tier 1 students. Elementary schools and Judy Centers will serve as hubs for parents to complete the online application form, which will also be available in Spanish. The FCPS International Office will also have resources for assisting parents with Pre-K applications. Finally, all of the early childhood education partners will be notified about the centrally coordinated enrollment process to better assist families. At this time, the one provider in Frederick County receiving state Pre-K grant funds (The Learning Bee) does not want FCPS collecting application information for families interested in attending their childcare program. The ECE office has contact information for The Learning Bee posted on the main Pre-K Enrollment site at fcps.org. This notifies families of the seats available at The Learning Bee and directs them to the center to complete enrollment.

Special Education Inclusion Pre-K: In preparation for the 2022-23 school year, the FCPS Early Childhood Education (ECE) office collaborated with the special education office to maximize student seats

for those meeting Tier 1 eligibility. In previous years, each special education inclusion Pre-K classroom hosted seven general education "peer role model" seats open to families via a random lottery; no attention was given to eligibility criteria in the past. For the 2023-24 academic year, the general education peer role model seats will be filled with those students falling within Tier 1 eligibility criteria. This collaboration opens an additional 77 seats for 4-year olds within special education inclusion Pre-K classrooms.

Strategically Assigning Classroom Locations: The ECE and special education offices held discussions about classroom space, specifically where the traditional general education Pre-K and special education inclusion Pre-K classrooms are located. The goal of the discussions and recommendations was to increase slots for students who are Tier 1 eligible while not decreasing slots for special education students. This collaboration and "flipping" of program locations allowed both programs to benefit. Special education programs will host a more defined feeder pattern, which reduces student transitions between 3- and 4-year old programs. Traditional Pre-K programs will then occupy classroom space in schools with a higher Tier 1 enrollment demand.

As a result of the aforementioned strategies, we expect to have 1,217 seats for students in traditional general education Pre-K. This is an increase of 237 Tier 1 seats for 2023-24.

Serving 3-Year Olds: We are encountering significant challenges when it comes to serving 3-year-old students in a full-day program. Classroom space is prioritized for 4-year olds. Additionally, FCPS school buses are not equipped to transport 3-year-olds as they lack seatbelts. We continue to work with the private Pre-K community to consider applying to serve 3-year-olds via Pre-K Expansion Grant funds. There is limited interest from private providers at this time. As new schools are planned in FCPS, appropriate classroom space for 3-year-olds will be taken into consideration.

Linked Artifacts:

[Pillar 1_Q1_A_Pre-K Program Site Flips](#)

[Pillar 1_Q1_B_OSE/ECE Collaboration Agenda](#)

[Pillar 1_Q1_C_Pre-K Special Education Projection Process](#)

2. **Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

   - Local health and social services
   - Regional child care resource centers
   - Local Early Childhood Advisory Council

The FCPS ECE office collaborates with multiple stakeholders to share information regarding the recruitment and advertising of Pre-K seats. As committee members of the local Interagency Early Childhood Committee (IECC), the ECE office disseminates enrollment and eligibility information to multiple stakeholders including Frederick County Child Care Choices, Department of Social Services, Infants and Toddlers, Child Find, Frederick County Public Libraries, United Way, Frederick County Family Partnership, Frederick County Office of Children and Families, Frederick County Housing

Authority, Religious Coalition, Emergency Family Shelter, Spanish Speaking Community of Maryland, Centro Hispano, and more. Each organization receives a Pre-K Resource Bundle that includes materials they can distribute to families, as well as resources for assisting families with enrollment. The ECE office attends monthly IECC meetings throughout the year on the first Thursday of each month.

Through the networking with the IECC, the following partners work with eligible Tier 1 families to encourage and support enrollments; The Frederick County Housing Authority holds enrollment events where staff sit with families and help them complete Pre-K applications; Frederick County Public Libraries post Pre-K enrollment flyers in children's areas; Department of Social Services tags Pre-K age-eligible children and encourages case workers to support the family in completing enrollments; Infants & Toddlers as well as Child Find support the families of children with IEPs or IFSPs during Pre-K enrolment; Judy Centers hold information and enrollment events throughout the spring in their respective school communities; Frederick County Family Partnership offers enrollment support during parenting classes. Depending on the need of partner groups, the ECE team will meet more than monthly if necessary to support the enrollment process.

Time of Year	Activity
March and April	Enrollment opens for families applying to Pre-K or kindergarten.
	Applications are accepted and approved by the centralized enrollment team.
Late April and Early May	Income-eligible families begin to receive notification of placement.
	Tier 2 and 3 families receive notification that they are on a waitlist until mid-summer or after the start of the school year. This allows space for Tier 1 families that apply throughout the summer and into the beginning of the school year.
August	FCPS has historically seen an uptick in Pre-K applications the week prior to school starting through the end of the first full week of school. Tier 2 applications are prioritized by IEP and EL status, and then selected on a sliding income scale.
September 1 through October 1	Tier 2 and Tier 3 waitlist families are notified if additional seats are available.

Additional efforts to promote Pre-K are made centrally using the www.fcps.org website, a community Pre-K enrollment phone line (240-236-5ECE), McKinney-Vento staff, FCPS systemic Find Out First messaging, YouTube advertisements, Facebook posts, Judy Center activities and communications, and by using the Talking Points language interpretation app.This year, enrollment opportunities will also be shared via One Call Now that facilitates phone calls and text messages to families.

In addition to systemic efforts to communicate Pre-K enrollment opportunities, individual schools support this effort in a variety of ways. Some examples include, but are not limited to, posting feather flags and other signage advertising open enrollment outside school buildings, holding information sessions for new families, distributing pamphlets at local events and high traffic areas, advertising enrollment opportunities and applications in school communications, and having community liaisons reach out directly to families.

Linked Artifacts:

Pillar 1_Q2_A_Pre-K Enrollment Flier (English)

Pillar 1_Q2_B_Pre-K Enrollment Flier (Spanish)

Pillar 1_Q2_C_Pre-K Promotional Videos

Pillar 1_Q2_D_Find Out First Pre-K Registration

3. **Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in pre-kindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

   Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

   This will be addressed in our March 2024 submission.

   Linked Artifacts:

   Pillar 1_Q3_Annual Preschool Planning Projection Guide

4. **Operationalizing the Expansion of Pre-K**: What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

   An operational challenge regarding the expansion of Pre-K is transportation. Currently, FCPS has a limited number of buses equipped for 3-year olds; those are reserved for students with special needs. We would need additional buses to transport 3-year olds.

   Space continues to be an operational challenge. FCPS staff from across multiple departments meet every fall to identify Pre-K classroom space, determine which programs will increase to full day and troubleshoot the need for portable classrooms so elementary schools can move older students outside to free up Pre-K classroom space inside the school building. Portable classrooms are costly; this is an additional funding challenge for FCPS. In the long term, Pre-K programming will be a consideration in all new construction or additions/renovations.

   We have added Innovative Pre-K Programs (see Linked Artifact) at two of our high schools; both classrooms are successfully implementing full day Pre-K with classes of 20 students each. The Pre-K classroom is staffed by a certified ECE teacher and a teaching assistant. High school students completing Child Development Associate (CDA) coursework are actively engaged in the Pre-K classrooms by doing observations and running small group instruction. This approach not only created classroom space for Pre-K, but also facilitated classroom hours for CDA students. This program will be expanded to two additional high schools in 2023-24, with the expectation that it will be in all ten comprehensive high schools in future years.

   We would like to build on our high school CDA program noted above to hire graduating students as teaching assistants. In the long term, we hope to build a pipeline for those teaching assistants to pursue their ECE degrees via a Grow Your Own program similar to one we have developed for special educators with Maryland Leads grant funds. The challenge, however, is finding additional resources to support the creation of this pipeline.

   The FY24 Superintendents' Recommended budget seeks to continue Pre-K expansion by including staffing and instructional materials. In addition, we will seek additional funds to expand Pre-K

programming via the Pre-K Expansion Grant. Lastly, we now add full day Pre-K projections into the school staffing allocations, including staffing for art, music and physical education.

Note that we have no need to adjust schedules at this time.

Linked Artifacts:

Pillar 1_Q4_Innovative Pre-K Programming

5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution								
	2021-2022			**2022-2023**			**2023-2024**		
	3	4	All	3	4	All	3	4	All
All Students (Number)	NA	593	593	20	960	980	0	1217	1217
All Students (Percentage)	NA	100%	100%	2%	98%	100%	NA	100%	100%
% Female	NA	51%	51%	65%	52%	52%	NA	52%	52%
% Male	NA	49%	49%	35%	48%	48%	NA	48%	48%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	5%	NA	5%	NA	5%	5%
% Asian	NA	5%	5%	10%	6%	6%	NA	6%	6%
% Black/African American	NA	20%	20%	25%	22%	22%	NA	22%	22%
% Hispanic/Latino	NA	37%	37%	10%	31%	31%	NA	31%	31%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	NA	9%	9%	5%	9%	9%	NA	9%	9%
% White	NA	27%	27%	45%	32%	32%	NA	32%	32%
% English Learners	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Special Education	NA	8%	8%	15%	9%	9%	NA	9%	9%
% Homeless	NA	2%	2%	NA	2%	2%	NA	2%	2%

Note that for Table 1, above, FCPS had no three -year old students enrolled in full day programs in the 2021-2022 school year, and are projecting no three-year old enrollments in 2023-2024.

Table 2: Current and Projected Pre-K Enrollment by Tier								
	2021-2022			**2022-2023**			**2023-2024**		
	3	4	All	3	4	All	3	4	All
All Students (Number)	NA	593	593	20	960	980	0	1217	1217
All Students (Percentage)	NA	100%	100%	2%	98%	100%	NA	100%	100%
% Tier I	NA	NA	NA	NA	75%	75%	NA	75%	75%
% Tier II	NA	NA	NA	NA	15%	15%	NA	20%	20%
% Tier III	NA	NA	NA	NA	8%	8%	NA	5%	5%

Note that for Table 2, above, FCPS had no three -year old students enrolled in full day programs in the 2021-2022 school year, and are projecting no three-year old enrollments in 2023-204.

Linked Artifacts:

1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

6. **Meeting the Blueprint's Targets for Pre-K**: Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

FCPS began sharing information about publicly funded Pre-K with private providers in 2021-22. The ECE office worked directly with Child Care Choices, Frederick County's regional child care support and training center, to educate Frederick County child care providers regarding the Pre-K Expansion Grants. Outreach, information and technical assistance has been offered to private providers. Judy Center staff reached out to the child care partners with whom we have a memorandum of understanding to offer information about the grant. At the local Early Childhood Advisory Committee meetings, members were provided information and updates on the Pre-K grants and the availability of FCPS ECE staff to support their work on the application.

FCPS has developed an engagement cycle for private child care providers (see Linked Artifact). Using a broad range of contact strategies, FCPS reaches out to private providers with the goal of building partnerships, supporting Pre-K Expansion grant applications and sustaining Pre-K programs. We reach out to private providers through a variety of media channels including FCPSTV, Frederick County Government TV, Twitter and Facebook. FCPS staff conduct presentations about state-funded Pre-K at stakeholder meetings (e.g., local Early Childhood Advisory Committee, child care directors' meetings). We also utilize the advocacy of our ECE partners to spread the work about state-funded Pre-K opportunities.

Additionally, FCPS directly contacts private providers in Frederick County via email or phone to discern interest in state-funded Pre-K opportunities. Appropriate follow up is made after initial contact; engagement attempts are documented. Engagement attempts are focused on larger providers, as well as providers in geographic areas where Pre-K needs are high.

In the event of successful contact, FCPS CE staff works with private providers to discern their level of interest, identify any barriers and collaboratively plan the grant application process. FCPS provides technical assistance and support to the private provider during the application process and shares information on grant requirements and grant specifics. FCPS also works with private providers to explore their interest in alternative service models, such as having an FCPS teacher and teaching assistant housed at their location.

Finally, for providers who receive grant awards, FCPS staff provides professional learning opportunities to teachers and teaching assistants, serve students with special education goals, and provide technical assistance for grant monitoring, reporting, and future applications.

Local child care providers have identified several barriers that prevent them from applying for the Pre-K Expansion Grant:

- Private providers have limited experience with grant writing and reporting, nor can they hire consultants to assist. FCPS offers technical assistance, but this level of support is often not enough for providers.

- Private providers are unable to hire certified teachers to fill the positions. FCPS draws most ECE certified teachers in the region into our employment ranks. Private providers find it difficult to compete with FCPS' salary and benefits.
- Private providers have shared that the human resources needed to support accreditation and EXCELS is far more than they can handle when there is often one director overseeing all operations.
- Some private providers perceive the per pupil funding to be too low for them to create state funded Pre-K programs. They have indicated that the difference in state funding and privately paid tuition is not high enough to apply for the grant and its numerous requirements, including reporting.

As an outreach strategy, we are working closely with our ECE partners in Frederick. The local Early Childhood Advisory Committee and its members are informed of Pre-K updates and changes. Each of the committee's members shares that information with families and other stakeholders. As updates are shared, partners communicate information across their systems to increase the network of knowledgeable community members.

FCPS is empowering private providers by sharing Asset Limited, Income Constrained, Employed (ALICE) data from United Way. This data was used to estimate the number of possible Pre-K students who would meet the income eligibility requirements for the 2022-23 school year. Sharing this information with providers gives them a sense of the potential demand for Pre-K services in their geographic area.

The ECE office has grant monies to cover the costs of a consultant to support interested community-based providers. The consultant works with a Frederick County provider that has received a Pre-K Expansion Grant. This consultant held a webinar for any interested providers and will set up meetings with individual programs interested in applying for state Pre-K funds. The consultant supports writing the grant and as budgeting. Additional grant funds are available to support community-based childcare programs engaged in the Accreditation and EXCELS process. The ECE office is also available to provide technical assistance. Providers in Judy Center catchment areas can also receive support from Judy Center staff.

Staff in the ECE office are becoming educated on alternative pathway programs in Maryland that support child care workers in obtaining ECE certification. Staff will serve as a support for those seeking information and connection to programs. The ECE office is in communication with higher education institutions that have received Maryland Rebuilds grants for the creation of alternative pathways to learn which programs are accessible by the Frederick County childcare workforce. We are also encouraging local colleges and universities to engage in similar pathways.

The ECE office advocates at the state level (AIB, MSDE Early Learning Branch, state legislature) for a different funding model for Maryland Pre-K funds. The flat rate per Pre-K seat does not exceed what most local childcare programs receive from self-pay families. Therefore, they would lose revenue by participating in state-funded Pre-K. The ECE office continues to encourage community-based centers to learn more about the state funds and to consider engaging as the per pupil funding will continue to increase and eventually it may be financially beneficial to have the programs in place.

Linked Artifacts:

Pillar 1_Q6_FCPS_Private Child Care Providers Engagement Cycle

7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers											
	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	-	70	-	30	-	65	-	35	-	55	-	45
Projected Pre-K slots	700	100%	n/a	n/a	980	98%	20	2%	1217	98.4%	20	1.6%
Actual Pre-K slots	700	100%	n/a	n/a	980	98%	20	2%	n/a	98.4%	n/a	1.6%
Difference between actual and projected Pre-K slots	0	n/a	n/a	n/a	0	n/a	0	n/a	0	n/a	0	0
Actual Pre-K slots minus Tier I 3-year-olds	585	100%	n/a	n/a	907	98%	15	2%	1198	98.4%	15	1.6%
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	249	38.57%	n/a	n/a	114	11.63%	n/a	n/a	125	10.27%	20	100%
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	619	88.42%	n/a	n/a	924	94.29%	n/a	n/a	1092	n/a	20	n/a

Linked Artifacts:

8. **Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.

    Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

FCPS will need a waiver from this requirement; we have only 20 slots available from a single private provider. That provider's grant request to create an additional 20 slots for 2022-23 was denied. All other grant applications from private providers were also denied during the last application cycle. See the below linked artifact for a list of FCPS' schools, and private providers with Pre-K programs.

Linked Artifacts:

Pillar 1_Q8_State-Funded Pre-K Seats in Frederick County 2022-23

9. **Leveraging Resources**: How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

FCPS is not aware of any successful private/public models in which a teacher employed by the school district is working at a private provider. We have a number of critical questions and concerns about a model of this type.

Staff from the Learning Bee, the only private provider at this time, have the opportunity to attend professional learning sessions with FCPS ECE staff.

Linked Artifacts:

Pillar 1_Q9_FCPS & Learning Bee MOU 2022-23

10. **Data and Information Sharing**: Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

The FCPS ECE office works with childcare providers throughout the year and encourages programs to complete the Transition and Planning Form for Kindergarten (see Linked Artifact). The form is posted on the Child Care Choices Technical Assistance website to ensure accessibility for all providers in Frederick County. The ECE office offers a series of evening workshops each spring designed for childcare professionals. Kindergarten Readiness data is shared during these sessions as well as prior care data.

Through surveys, Child Care Choices learns which topics the private provider community wishes to learn about from our team; professional development sessions are built based on that feedback. The ECE office supports providers with the continuum of services provided by the FCPS Office of Special Education. The Early Childhood team has strong relationships with all staff at Child Care Choices which serves as Frederick County's Child Care Technical Assistance Resource Center. Through the local Early Childhood Advisory Committee (ECAC), networking occurs between groups on a monthly basis.

See our response to Question 6, above, for information on the FCPS engagement cycle with private child care providers and related strategies for building partnerships with this community.

Linked Artifacts:

Pillar 1_Q10_Transition & Articulation Guidelines for Kindergarten

1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies

Blueprint Requirement (MD Code, Educ §7–1A–05)

11. **Students with Disabilities:** Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:
   ● Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
   ● Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
   ● Private providers are included in developing the Extended IFSP or Preschool IEP?

FCPS serves students with disabilities in the community childcare location whenever possible based upon Least Restrictive Environment conversations using the Early Childhood Continuum of Special Education Services (see Linked Artifact).

For those students accessing inclusive community-based services, services are delivered in a reflective coaching model that supports real-time feedback for all adults serving students with specialized needs in alignment with their current strengths and needs. Additionally, many of these students access consultation services that deliver community childcare training/support as relevant to each individual child's needs.

Should inclusive community-based services be a consideration, FCPS invites these community childcare providers to the IEP development meeting to capture their voice and perspective in the IEP. Students accessing IEP or IFSP services while also accessing community childcare and/or Head Start services are also valued team members who are invited to participate in developing the IEP/ISFP.

The ECE office provides training to support students with disabilities. These offerings are open to all private providers within Frederick County and cover a wide-range of support topics. Examples of 2022-23 professional learning offered to private providers include –

- Supporting Students with Specialized Needs
- Classroom & Behavior Management for ECE
- Fine Motor Development in the Early Years

Linked Artifacts:

Pillar 1_Q11_Early Childhood Continuum of Special Education Services

12. Students Experiencing Homelessness: Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:
- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

FCPS supports McKinney-Vento (MV) students by ensuring they are equitably engaged and supported through coordinated wraparound services and that private providers fulfill the educational rights of children under the MV Act. FCPS will utilize the current practices that are in place to serve students who are MV-eligible and enrolled in FCPS in Pre-K-12 to guide the identification process with private providers, along with support and guidance from MSDE. Below is a draft of how our current practices would transfer to serve MV-eligible students enrolled in Pre-K with a private provider:

- The provider will secure a Release of Information and then contact the appointed FCPS MV Liaison.
- The FCPS MV Liaison will contact the family, share the rights and services provided under the MV Act, conduct a needs assessment as outlined in the FCPS MV Enrollment Form, and connect the family to community partners and services, such as:
  - FCPS MV Service Navigator
  - Student Homelessness Initiative Partnership (SHIP) of Frederick County
  - Spanish Speaking Community of Maryland
  - Religious Coalition for Emergency Human Need
  - The Mental Health Association
  - The Frederick County Health Department
- Noting that transportation is often a barrier, the MV Liaison will consult with the family to determine if transportation is needed and discuss available options.
- The MV Liaison will provide check-ins with the family throughout the remaining school year and assist with the Best Interest Determination process to determine future school selection.

The FCPS MV Liaison will provide annual technical assistance training to all private partners to ensure they remain current on best practices, and receive community and FCPS updates, as well as have access to materials outlining rights and services under the MV Act to be posted in their facility and shared with parents.

The ECE office provides enrollment training to McKinney-Vento liaisons from all elementary schools each spring so that staff working with families experiencing homelessness can support families with three - or four year-olds and help find a school placement that works best for the family.

The ECE office provides Pre-K Enrollment Bundles to all local food banks for families utilizing food bank services.The Student Homelessness Initiative Partnership (SHIP) of Frederick County also receives a Pre-K Enrollment Bundle.

Lastly, the ECE office provides training to support students who may be experiencing homelessness. These offerings are open to all private providers within Frederick County and cover a wide-range of support topics. Examples of 2022-23 professional learning offered to private providers include –

- Supporting Students with Specialized Needs
- Strategies to Support English Language Learners and All Learners
- Classroom & Behavior Management for ECE
- Fine Motor Development in the Early Years

Linked Artifacts:

13. English Learners: Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:
- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

As recommended by the MSDE English Learner Blueprint Workgroup, Maryland will develop a standardized, comprehensive method for identifying and supporting Pre-K English learners (ELs). Pending the adoption of state Pre-K identification and instructional guidelines, FCPS will provide professional learning on EL instructional practices and strategies to private providers working with EL Pre-K students. Each year, FCPS EL teachers are assigned to a Community of Practice to facilitate professional growth. Private Pre-K providers will be invited to join an EL Community of Practice.

Private providers may utilize the Home Language Survey to determine if a student has exposure to languages other than English in the home. FCPS will share with private providers the FCPS Supplemental Student Survey. The survey captures information about the student's language usage in English and in their home language which will inform the types of support needed in the classroom. FCPS and private providers will collaborate to ensure Pre-K ELs receive customized support with high-quality language learning opportunities facilitated using an asset-based perspective (Blueprint for Maryland's Future: Workgroup on English Learners in Public Schools Final Report, November 2022).

Should there be a requirement to support EL Pre-K students served by private providers, FCPS will respond in the following ways:
- Utilize the FCPS Pre-K language screener to identify potential EL students.
- Progress monitor the language growth of potential EL students through collaboration between the EL office and Pre-K teachers.
- Provide interpreters through established FCPS processes to support the engagement of families of potential EL students.
- Provide translation services using pre-established FCPS structures.
- If a potential EL student is suspected of having a learning disability, processes for the identification of students suspected with a disability, outlined in IDEA and FCPS procedures, will be followed to ensure effective communication with the family and accurate identification of the disability.

The FCPS International Office receives Pre-K enrollment information from the ECE office and supports newcomer families as they prepare for the school registration process.

The ECE office provides training to support English Language Learners via a variety of workshops. These offerings are open to all private providers within Frederick County and cover a wide-range of support topics. Examples of 2022-23 professional learning offered to private providers include –
- Strategies to Support English Language Learners and All Learners
- Classroom & Behavior Management for ECE
- Fine Motor Development in the Early Years

Linked Artifacts:

14. **Enrollment Process, Policies, and Procedures:** How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:
   ● A common timeline
   ● A common application
   ● A common selection process that is fair, transparent, and equitable
   ● Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
   ● Comprehensive repository of published information such as timelines, school profiles, application support, etc.
   Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

FCPS is in the process of hiring an ECE registrar to oversee the new coordinated application and enrollment process. Families can apply to Pre-K starting in mid-March, or when the online enrollment portal is prepared to handle applications, typically between mid-March and early April. Families complete a paper application or use the online enrollment portal by providing any necessary information to prove income tier of eligibility, residence, and age. Once the registrar determines eligibility for each child, school staff will be notified and will assist families with the remainder of the enrollment process. This approval and notification process can take between one to two weeks. Families that do not qualify as Tier 1 applicants will not learn of available seats until the summer, and possibly into the school year. This allows FCPS to have slots for Tier 1 families that may not apply until late summer and into the school year. Determining eligibility centrally will ensure an equitable application of eligibility criteria and ensure proper access.

To streamline communication, the FCPS ECE office has a community Pre-K enrollment phone line (240-236-5ECE) to help families learn about early childhood programming in Frederick County. The FCPS Public Affairs office collaborated with ECE on a Pre-K campaign video and community flyers to raise awareness of full day Pre-K opportunities.

The ECE office has also worked to sync enrollment windows between the special education peer selection process and open enrollment for traditional Pre-K general education programs. In the future, all 4-year old students will qualify for Pre-K based upon Tier 1 criteria. A centralized registrar will also support student eligibility and placement in an effort to maximize and fill available seats.

To streamline enrollment timelines and systems, the ECE office has collaborated with multiple stakeholders to improve the clarity of programs available within FCPS, parent communication regarding Tier 1 eligibility criteria, and offer suggestions for improvement with the online enrollment portal.

Time of Year	Activity
March and April	Enrollment opens for families applying to Pre-K or kindergarten.
	Applications are accepted and approved by the centralized enrollment team.
Late April and Early May	Income-eligible families begin to receive notification of placement.
	Tier 2 and 3 families receive notification that they are on a waitlist until mid-summer or after the start of the school year. This allows space for Tier 1 families that apply throughout the summer and into the beginning of the school year.
August	FCPS has historically seen an uptick in Pre-K applications the week prior to school starting through the end of the first full week of school. Tier 2 applications are prioritized by IEP and EL status, and then selected on a sliding income scale.
September 1 through October 1	Tier 2 and Tier 3 waitlist families are notified if additional seats are available.

Currently, we only have one private provider that offers 20 slots. We share their program with families applying for Pre-K until those 20 slots are filled. Next year each school will provide a list of private providers to parents when they apply; this will also be posted for families when they apply using our online application process. At this time, the one private provider does not wish to be part of the central enrollment process as they have not indicated any difficulty filling their slots.

Application and enrollment assistance are provided by the five Frederick County Judy Center Early Learning Hubs to families living in their school district. The Judy Center offers virtual and in-person sessions for families to help organize paperwork and understand the Pre-K application process. As needed, Judy Center staff provides individual appointments for families to help with enrollment. For families without the necessary paperwork, Judy Center staff assists in contacting the proper agencies to collect documentation. The Judy Center works with local partners and agencies to assist families with special needs and/or circumstances (IEP, homelessness, English learners, Head Start). All FCPS elementary schools offer an evening enrollment night for families to come to the school in person and receive assistance applying and enrolling.

Linked Artifacts:

15. **Racial and Socioeconomic Diversity:** Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

Using a centralized coordinated application and registration process will ensure prioritization of Tier 1 and Tier 2 students. We anticipate that Pre-K demographics will generally reflect the demographics of the school in which they are housed as they generally do at this time. The ECE registrar will monitor the demographics of each program throughout the year and report trend data annually.

FCPS views disproportionate representation of racial groups to be a consideration only after all Tier 1 students have been provided Pre-K slots. We will not turn away students to maintain any specific demographic mix. Accordingly, FCPS will prioritize eligible students for available slots. The racial makeup of those classrooms will vary, but may generally reflect the demographics of each school. FCPS will ensure that students who are not income eligible are the last students to be selected for Pre-K slots by including them only after mid-September. In the event that some slots are available for students who are not income eligible, FCPS will review the racial makeup of the class and balance racial groups when appropriate. This includes conducting an analysis of student groupings by race/ethnicity and service group to ensure that students are not homogeneously grouped and to ensure balance in student demographics and any other distinguishing factors.

Linked Artifacts:

16. Family Experience and Support: How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

Application and enrollment forms and support will be provided in Spanish and can be translated to other languages as needed. School staff (and Judy Center staff where applicable) will assess families' needs to support them during the application process (access to technology, understanding of documentation requirements, etc.) and offer direct support so that application and enrollment processes are not barriers to accessing Pre-K. Staff can also use interpreting services to work directly with families speaking languages other than Spanish and English. McKinney-Vento representatives at each school and central staff can assist families that are experiencing housing insecurity.

In addition, FCPS will be developing a system to gather eligibility information for students with IEPs, as they are placed in Pre-K because of programming requirements (Tier II) but may also be income eligible (Tier I). We expect this to be in place for the 2023-24 school year.

The ECE office provides systemic guidance and training to all school-based administrative and secretarial staff. With this annual guidance, the ECE office provides clear direction for mandated annual in-person recruitment/application events hosted at all FCPS elementary schools. This process is outlined via a Standard Operating Procedure for Centralized Enrollment.

In conjunction with these in-person events, the ECE office provides promotional Pre-K enrollment bundles to critical partners such as Food Banks, Child Find, Frederick County healthcare offices, Housing Authority agencies, FCPS International Offices, McKinney Vento/SHIP, Judy Centers, etc. to support advertisement and communication of Pre-K opportunities available for families. These promotional fliers are posted in schools, community buildings, distributed at community events, posted in partners' offices, posted at shelters, and distributed via neighborhood advertisement/blitz, etc.

In addition to fliers and promotional events, the ECE office promotes Pre-K programming at the school and county levels by sending Find Out First notification regarding enrollment via email and text message to all enrolled families. Such efforts are also cross-referenced on social media platforms to include English and Spanish FCPS Facebook and Twitter sites. Find Out First efforts are mirrored by individual schools and are supported by robocalls made to the community.

As the Pre-K application season progresses, the ECE office uses enrollment data from all schools to strategically target social media campaigns via YouTube and Facebook in conjunction with the Public

Affairs Office of FCPS. These campaigns are designed to reach under enrolled locations and support families with the application process.

Online communication is supported by a new public webpage for families that provides Pre-K acceptance criteria, timelines for application consideration, references to Pre-K options, and information regarding private provider options and childcare scholarships (https://www.fcps.org/ece/pre-k). This site is advertised year-round to support families relocating to Frederick County.

The ECE office provides year-round phone support via our centralized phone line at 240-235-5ECE (5323). Phone support is offered in all languages via the Language Links phone interpreting services. Phone call assistance is also available at all elementary sites.

When a parent completes a Pre-K application (online or via paper submission), they are sent an email to confirm the submission was received. As needed, further communication is sent via email when asking for additional documentation such as income evidence. The Judy Center assists families with gathering additional documents as needed. Once a child's application is screened via centralized enrollment and they are found eligible, individual schools then reach out to families via phone calls and U.S. mail to award seats. At any time, families may view https://www.fcps.org/ece/pre-k-application which shows a linked resource of income and timeline for tiered acceptance or contact the ECE office with any questions regarding their application status or the FCPS Pre-K program.

Linked Artifacts:

17. Administrative Costs: Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

No agreements are in place at this time.

Linked Artifacts:

1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

Blueprint Requirement (MD Code, Educ §7–1A–04)

18.   **Comprehensive Services for Students and Families**: Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

The ECE office invites private providers participating in the Pre-K Expansion Grant to all afterschool professional development sessions planned and implemented for FCPS Pre-K and kindergarten teachers

and teaching assistants, per the MOU with grant partners. The MOU also includes a continuum of services for special education. Private centers work directly with Child Find to support children with IEPs. Child Find provides IEP services by disseminating staff to private centers. Hearing and vision screenings are completed in private centers through collaboration with the Frederick County Health Department. Child Care Choices, a division of the Frederick County Mental Health Association, works with private providers to support behavioral challenges through their Partnership for Emotionally Resilient Kids (PERKS) program.

Linked Artifacts:

19. **Training and Professional Development**: Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:
    - Identifying training needs
    - Types of training provided
    - Fidelity of implementation
    - Ongoing, job-embedded professional development
    - Organizational structures and support

    For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

FCPS meets with participating providers on a quarterly basis to discern their professional learning needs and provide support to meet those needs. The ECE office provides information regarding purchased curriculum programs used in our public Pre-K classrooms to private centers. If private providers purchase the same materials, their staff may attend systemic Pre-K professional learning sessions during school hours. If they do not purchase the same curricular programs, private provider staff (teachers and teaching assistants) are invited to our series of six afterschool professional learning workshops and three childcare workshops offered by the FCPS Early Childhood team. Oftentimes, Pre-K teachers are hired to present professional learning experiences to providers.

Afterschool workshops focus on different needs such as behavioral supports, small group lessons, standards-based lesson planning, fine and large motor skills, parent engagement events, etc. Providers report these workshops are incredibly supportive of their programs. Participants receive continuing education credits for attending.

In summer 2023, a cohort of Literacy Essentials for Teaching Reading and Spelling (LETRS) for Early Childhood Educators will be offered to private providers and Head Start teachers. This coursework supports children ages 3-5 and the foundational skills necessary to acquire literacy.

Pre-K teaching assistants are invited to attend six after school workshops for hourly pay to increase their understanding of Pre-K instruction and implementation. Feedback is collected through surveys after all professional learning sessions. Input is collected from teachers, teaching assistants, childcare providers, and any other participants. This information guides the planning for future workshops.

Mastery of LETRS Early Childhood content is assessed within the Voyagers Sopris platform. Participants take a pre- and post-assessment, as well as unit progress monitoring assessments throughout the course. Our ECE Teacher Specialist facilitates and monitors content mastery by reviewing unit exams and coursework. Subsequent sessions are designed to meet the needs evidenced on the unit assessments. During a previous course offered to private providers of four- year olds, the average pre-test score was 52% with the average post-test score being 82%. This data allowed us to make course changes providing more face-to-face opportunities to ensure content mastery. Additionally, participants provide feedback by completing a LETRS EC evaluation.

In an effort to provide professional learning based on the needs of private providers of four-year olds, the ECE team collaborated with Childcare Choices to determine topics that would be most relevant and needed. This led to our curation of three professional learning sessions for childcare providers. At the conclusion of each workshop, participants completed an evaluation, self-reflecting on their understanding of the content.

The Learning Bee Pre-K teacher attended five out of the seven R4K workshops offered to FCPS teachers and staff. At the conclusion of each workshop, the opportunity to self-evaluate understanding and provide input for future sessions was included. Input from providers is considered when planning for future professional learning opportunities.

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §7–1A–04)

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20. **Teacher Pipelines**: Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:
    ● Teacher hiring data
    ● Hiring trends and needs
    ● Partnerships with institutions of higher education and educator preparation programs
    ● Grow your own programs
    ● Diverse environments for observations and practica
    ● Mentor teacher assignments for observations and practica

    Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

FCPS is working with a national non-profit, Deans for Impact, to establish an educator preparation pipeline with Hood College. This relationship will support the development of consistent, evidence-informed instructional practices and strategies reinforced by both Hood and FCPS, credentialed mentor teachers for student teaching placements, and opportunities for experienced teachers to support novices while advancing on the career ladder. A pilot of this program, focused on Hood faculty and professional development school collaboration, will begin in SY23-24 with the goal of expansion in future years. Our goal is for this program to connect with our existing Teacher Academy of Maryland program for high school students, thus establishing a ten-year trajectory of learning and achievement for those entering the teaching profession. This innovative pipeline program will benefit the early childhood program as well as other certification areas supported by Hood degree programs.

Teacher Academy of Maryland graduates are guaranteed an open teaching position contract upon graduation from an accredited education program. During their teacher preparation program, these former FCPS students are prioritized for teaching assistant and substitute teaching positions within FCPS.

Current support employees seeking education degrees are able to access our tuition reimbursement program while continuing their employment. We hope to increase the amount of tuition reimbursement, credits per year available, and the number of paid sabbaticals to support employees seeking this path.

FCPS regularly holds "Become an Educator" nights for those who express interest in teaching certification. These events are often attended by those currently working in the child care industry. The ECE team shares event flyers with Child Care Choices for dissemination to local providers and businesses. Private care staff are encouraged to attend to learn about becoming a certified teacher.

The ECE office has met with Mount St. Mary's University to encourage them to build an ECE certification component in their Masters of Arts in Teaching program. The ECE office also collaborated with Hood College to incorporate learning opportunities for their staff to participate in LETRS for early childhood training. The ECE office supports Frostburg State University's School of Education by serving on career panels as experts in the ECE field.

Linked Artifacts:

21. **Developing Teaching Assistants**: Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

FCPS partnered with Frederick Community College (FCC) to build a Child Development Associates (CDA) course for current Pre-K teaching assistants. FCPS will cover the costs of this program for current FCPS staff using grant funds in 2022-23. FCPS provides tuition reimbursement which can be used to cover the cost of the CDA course in the future. FCC built the class schedule to meet the needs of staff members currently working in classrooms during daytime hours. FCC will coordinate coursework, text distribution, portfolio support, observations, and accommodations for the final test. In the next year, the ECE office will support FCC in advertising to the private care community if they open up the CDA course to their general population. Through ongoing professional learning and technical assistance work with the private care community, the ECE office will continue to promote growth opportunities for the early care workforce.

In addition, FCPS has shifted to the CDA program of study in our high schools; we are optimistic that this will create a pipeline of teaching assistant candidates.

Linked Artifacts:

22. Developing High-Quality ECE Staff Projections

Use the information from "Pre-K Enrollment Projections" to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	700	n/a	980	20	1217	20
Total TA Positions	35	n/a	49	1	57	1
Filled TA Positions	35	n/a	49	1	49	1
Vacant TA Positions	0	n/a	0	0	8	0

Table 2: Current and Projected Number of Pre-K Teachers

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	700	n/a	980	20	1217	20
Total Teacher Positions	35	n/a	49	1	57	1
Filled Teacher Positions	35	n/a	49	1	49	1
Vacant Teacher Positions	0	n/a	0	0	8	0

1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

23. **Administration of the Kindergarten Readiness Assessment (KRA)**: Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

Each summer, the ECE office works with all kindergarten teachers to complete the online, refresher training for the KRA. Teachers new to Maryland's KReady system are trained through a hybrid model of in-person training and on-line modules. Both trainings occur during the summer as MSDE requires all staff administering the KRA to complete training by the first day of the assessment. The ECE team offers the in-person portion of the hybrid training for new kindergarten teachers. The ECE team also works with testing coordinators at each school to ensure training certificates are uploaded and KRA kits are distributed. The KRA training modules include best practices to ensure teachers are administering the assessment in an objective manner, through the use of selective response, performance tasks, observational rubrics, and simulation. Training includes implementation of Universally Designed Allowances (UDAs) for equitable access for all students to material presentations, procedures, and settings. Additionally, Level the Field supports (for students with disabilities and English learners) provide teachers with the tools and information needed to provide all students with opportunities to participate without impacting the validity of the assessment results.

Linked Artifacts:

Pillar 1, Objective 3: Expand Family Supports

24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate the current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution								
	2021-2022			**2022-2023**			**2023-2024**		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	579	998	1525	556	1025	1617	530	1056	1639
All Students (Percentage)	18.7	32.2	49.2	17.4	32.1	50.6	16.4	33.0	50.8
% Female	14.2	31.7	54.0	12.6	31.5	55.9	11.9	31.8	55.7
% Male	23.0	32.6	44.4	21.9	32.5	45.5	20.7	35.3	46.3
% Nonbinary	n/a	n/a	n/a	>10	>10	>10	>10	>10	>10
% American Indian/Alaska Native	>10	>10	>10	>10	>10	>10	>10	>10	>10
% Asian	14.1	27.2	58.7	14.3	26.7	59.0	12.4	32.5	59.0
% Black/African American	24.3	36.3	39.4	25.4	30.7	43.9	24.2	39.4	44.1
% Hispanic/Latino	37.6	34.9	27.4	33.3	36.7	30.0	32.4	38.1	29.4
% Two or More	18.2	34.0	47.7	11.5	32.8	55.5	8	30	62
% White	10.8	30.5	58.6	9.8	31.1	59.0	9	28	63
% Native Hawaiian/Pacific Islander	>10	>10	>10	>10	>10	>10	>10	>10	>10
% Economically Disadvantaged	35.2	41.7	23,1	30.3	37.2	32.4	29.5	64.8	33.2
% English Learner	56.4	30.7	12.9	53.6	34.4	12.0	51.2	35.9	13.9

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

Table 2: Current and Projected Average KRA Scale Score by Domain			
Domain	**2021-2022**	**2022-2023**	**2023-2024**
Language and Literacy	267	267	271
Mathematics	266	267	269
Social Foundations	274	276	277
Physical Well-being and Motor Development	276	276	280

Linked Artifacts:

1.5.1: Judy Centers

25. Expanding Access for Families: Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

Since expansion funds have been offered, FCPS has taken the opportunity to write grants for additional Judy Center sites. As a result, there are currently five Judy Center Early Learning Hubs in Frederick County. The Judy Center provides support for all families prenatally through kindergarten in each school catchment area. Currently, four of the five Judy Center sites are also community schools. The Judy Center team works closely with the community school coordinators, Title1 staff, and school support teams to meet the needs of families. Judy Center sites and number of families served are outlined below.

- Butterfly Ridge Elementary - 275 children and their families
- Hillcrest Elementary - 210 children and their families
- Lincoln Elementary - 223 children and their families
- Monocacy Elementary - 181 children and their families
- Waverley Elementary - 416 children and their families

Each month, all five sites host service coordination meetings with partners to discuss the needs of families in the community. Monthly steering committee meetings provide the Judy Centers and partners an opportunity to connect and review grant goals and objectives. Central office support oversees the grant management, budget, and staffing at each Judy Center Early Learning Hub.

The Social Vulnerability Index is high in the majority in our Judy Center schools. The Social Vulnerability Index was designed by the Center for Disease Control and uses U.S. census data to help local officials identify communities that are especially at risk.

FCPS will apply for a grant to establish a sixth Judy Center at Tuscarora Elementary School. The school scores a .9 on the Social Vulnerability Index. Of the families residing in the Tuscarora Elementary catchment area, 41% qualify for Free and Reduced Meals. Fresh food pick-ups and nutrition education are offered to families through Judy Center programming.

Ten percent of students attending Tuscarora Elementary qualify for English Language services. Judy Center programs offer language supports such as English Classes for Adults, interpretation, job placement, childcare scholarships and placements.

The Special Education population at Tuscarora Elementary is 10.9%. Judy Centers partner with Infants and Toddlers for early intervention programming. Judy Centers connect families to services and support families in understanding developmental progressions and trajectories by age range. Judy Center staff refer families to the Frederick County Developmental Center when an infant or toddler display delays in development.

The Judy Center partners with multiple agencies through the local Early Childhood Advisory Committee. Judy Center staff participate in monthly service coordination meetings with partners to ensure services to families are not duplicated and that family goals are being met through all possible venues.

There is a lack of access to sufficient public transportation for families to access jobs and child care. Judy Center staff provide transportation to parents and children so they may access healthcare and social service appointments.

Linked Artifacts:

Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

26. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

N/A

Linked Artifacts:

Pillar 1: Stakeholder Engagement

27. Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions					Frequency of Engagement
	Communicates availability of Pre-K opportunities and directs families to application resources	Pre-K enrollment campaign, networking, data sharing	ECE office is a member	Supports families with school enrollment and community resources	Shares early childhood initiatives, best practice, and professional learning opportunities with community	
Interagency Early Childhood Committee - Local Early Childhood Advisory Council	X	X	X		X	Monthly
Child Care Choice - Supports Accreditation and EXCELS	X	X	X		X	Quarterly

- Supports families applying for child care						Monthly
YMCA/Head Start - Supports articulation between Head Start and Pre-K	X	X	X	X	X	Quarterly
Local child care centers - Participates in FCPS professional learning	X		X		X	Quarterly
Frederick County Health Department: Infants and Toddlers - Weekly inclusive playgroups at Judy Centers	X	X	X	X	X	Quarterly Weekly at Judy Centers Monthly
Frederick County Health Department: Family Supports Center - Special education parent workshops Developmental screenings	X	X	X	X	X	Quarterly
Frederick County Health Department - Medical and dental clinics - Screenings for Pre-K and Judy Centers	X	X	X	X	X	Quarterly Monthly
Frederick Community College - Collaborate to offer CDA course for FCPS support staff	X	X	X	X	X	Quarterly
Community Action Agency	X	X		X		Ongoing

Frederick County Public Libraries Support Pre-K and Judy Center programs with Early Literacy Bookmobile, storytime and materials	X	X		X	X	Yearly Monthly
Literacy Council of Frederick supports families with English classes, tutoring and job applications	X	X		X	X	Weekly
Family Partnership	X	X	X	X	X	Quarterly
Centro Hispano	X	X		X	X	Ongoing
Department of Social Services	X	X		X	X	Ongoing
Child Find	X	X	X	X	X	Ongoing
Spanish Speaking Community of Maryland	X	X		X	X	Ongoing
Asian American Center	X	X		X	X	Ongoing
United Way	X	X		X	X	Ongoing
Frederick County Office of Children and Families	X	X	X	X	X	Ongoing
Frederick County Housing Authority	X	X		X	X	Ongoing
Frederick Health Hospital - Family Connects Universal Newborn Home Visiting Program - Assists families with early intervention needs	X	X	X	X	X	Began January 2023 Ongoing

Religious Coalition Family Shelter	X	X		X	X	Ongoing
NAACP of Frederick, MD	TBD	TBD	TBD	TBD	TBD	Have been invited to participate

Linked Artifacts:

Pillar 2: High-Quality and Diverse Teachers and Leaders

Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

28. Teacher Hiring Data: Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	27	1	4
	Elementary	80	7	43
	World Languages	0	0	0
	Physical Education	11	2	4
	Health	0	0	4
	Fine Arts	20	3	5
	Career and Technical Education	0	0	0
	Special Education	22	4	11
	ESOL	5	2	7
	Other	64	6	0
6th - 8th Grade	Math	11	1	2
	English Language Arts	13	1	2
	Science	10	1	2
	Social Studies	14	1	1
	World Languages	5	0	0
	Physical Education	9	0	0
	Health	1	0	0
	Fine Arts	8	1	1
	Career and Technical Education	1	0	0
	Special Education	18	1	2
	ESOL	6	1	3
	Other	39	2	0
9th - 12th Grade	Math	7	2	7
	English Language Arts	6	2	7
	Science	11	0	6

Social Studies	3	1	2
World Languages	8	0	3
Physical Education	3	0	2
Health	0	0	2
Fine Arts	4	1	4
Career and Technical Education	6	1	5
Special Education	13	0	2
ESOL	5	0	5
Other	20	1	2

Linked Artifacts:

29. Hiring Trends and Needs: Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Of the teachers employed during the 2021-2022 reporting period, 170 or 39% were hired to teach in critical shortage areas. These critical shortage areas, as defined by the Maryland State Department of Education (MSDE), now include all content areas. Previously, the critical shortage areas included special education, science, mathematics, STEM, Career and Technical Education (CTE), and English learners (EL). Our special education and EL positions throughout all grade levels presented an area of struggle in recruiting qualified candidates for these positions. Science, mathematics, STEM, and CTE positions are more relevant in our secondary areas and present a struggle in securing candidates to fill these vacant positions.

In the 2022 Annual Staffing Report (see Linked Artifact), Table #4 details the hiring by curricular area. Although some of the hiring numbers for curricular areas such as CTE, technology education, science, and special education represent an increased number of hires for these areas, FCPS still struggled in recruitment efforts for these areas. These data trends detail an increased hiring in content areas that are already critical short of staffing. The decrease in hiring for mathematics is representative of our inability to find candidates for this content area to meet the needs of the vacancies we have. A better representation of our inability to hire enough teaching candidates is demonstrated in the data released by MSDE detailing Maryland Teacher Vacancies, 2019-2022 (page 12), which reflects an increased number of vacancies for the 2021-2022 school year (see Linked Artifacts). When this occurs, the use of long-term substitutes, conditionally certificated educators, or substitutes were used to fill in the vacancies in these areas.

Graph # 1 in our 2022 Staffing Report (see Linked Artifact) shows that hiring for the reporting period increased from 2021 to 2022, with 440 certificated personnel hired in 2022 and 424 hired in 2021. Again, our hiring is increasing but in comparison with the vacancies reported, this continues to demonstrate struggles in the recruitment and hiring processes for all positions within FCPS.

Graph #2 demonstrates a comparison of certificated personnel hired by level.

Graph #3 illustrates a timeline of when new teachers were hired throughout the hiring season.

Linked Artifacts:

Pillar 2_Q29_A_Updated 12.1.22 Staffing Report

Pillar 2_Q29_B_Maryland Teacher Vacancies

Blueprint Requirement (Section 5 of Chapter 36)

30. **Recruiting and Hiring a Diverse Workforce:** What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:
    - Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
    - Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

    Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

In an effort to recruit and retain a more diverse workforce, we have created a strategic action recruitment plan (see Linked Artifacts) with the following strategies:

- Design and implement an innovative recruitment program focused explicitly on attracting highly effective teachers with diverse backgrounds, especially teachers of underrepresented groups by distinguishing FCPS as a uniquely desirable, diverse, and sustainable place to work and promote FCPS' retention program.
- Maintain the teacher candidate selection process and timeline to ensure FCPS is competitive in today's teacher job market. For the first time in 13 years and 4 months ahead of schedule, FCPS was one of the first LEAs to place all involuntary transfers by March 1, 2023. This allows us to be open not only to early contracts, but confirmation of new hires for the subsequent school year.
- Establish and define an FCPS Grow Your Own program that would include current students and support employees.

We have identified a number of barriers to overcome and positively impact our ability to recruit a diverse teacher workforce. These barriers include decreased representation with HBCUs (Historically Black Colleges and Universities), in-person interviews, technology limitations, and lack of partnership with local community organizations who represent our underrepresented population, to overcome and positively impact our ability to recruit a diverse teacher workforce. The underrepresentation of teachers of color in the profession is not unique to FCPS. Recruiting teachers of color is a nationwide challenge..

According to data from the National Center for Education Statistics, the national average for teachers of color is 21% (https://nces.ed.gov/programs/coe/indicator_clr.asp). This data demonstrates that nationally it is challenging to recruit candidates of color. FCPS lags behind the national average; 8.9% of our teacher workforce represents a diverse ethnic group (see Linked Artifacts).

In addition, the Superintendent's recommended budget includes the expansion of purposeful efforts with the addition of a recruitment specialist position. Paired with the shift of the current teacher specialist

recruiter from 11 to 12 months, we intend to design a more robust and specialized recruitment approach. This will include some key initiatives such as:

- Expanding our teacher pipeline efforts through exploring an innovation with Bowie State University to recruit high school seniors to commit to returning to FCPS as employees upon graduation. This work will focus on students of color who are underrepresented in our workforce across all positions.
- Adding additional partnerships with in and out of state HBCUs, such as Hampton University, Morgan State University, and others.
- Developing employee affinity groups for historically marginalized groups, including Black/African American, LatinX, and other groups. These affinity groups will be employee led, include partnerships with key groups and focus on creating a sense of belonging that is shown in the research to support employee recruitment and retention.
- Expanding our teacher and administrator leadership efforts including
- Developing employee modules that build the capacity of staff to hire with diversity, equity, and belonging in mind. This includes how to design interview experiences that control for affinity bias and create fair and inclusive experiences that yield increased candidates from a broad range of racial, ethnic, and genders.
- Institute the launch of a formal exit survey tool to understand the experiences of employees within their work location, supervisor, team, and the system to understand the patterns and trends around employees who leave the system and address areas of refinement.

We endeavor to hire a more diverse teacher workforce capable of engaging and providing each and every student with high quality instruction. We are implementing strategies to increase our presence and partnerships with HBCUs, increase our partnerships with the NAACP, AACF, Frederick Panhellenic Council, among others to deepen our connections. Overall, we believe a flexible approach to interviewing candidates, providing training and support to our hiring managers, and creating stronger partnerships with our community agencies of underrepresented populations will yield increased results.

Linked Artifacts:

Pillar 2_Q30_A_2022-2023 Recruitment Plan

Pillar 2_Q30_B_FCPS Hiring and Diversity Report (July 2022)

31. Evaluation of Recruiting and Hiring Practices: How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

Our Superintendent's Goal 2 directly relates to Operational Excellence and includes:

- Increase the percent of qualified applicants each year from baseline (2021-2022) by x% while increasing new hires of color to mirror the student population.
- Increase staff retention rates each year from baseline (2021-2022).
- Increase the percent of non-tenured teachers who achieve tenure status (2022-2023). .

Including the recruitment and hiring of a diverse workforce within our strategic plan and the efforts noted above, we will continue to evaluate our processes, identify strategies that may have not served our best efforts, and continue to advocate for enhancements to support our goals. Our efforts include:

- The addition of an assistant data manager position in Human Resources to ensure data integrity in our reporting and tracking of employee data.
- Continued reviews of staffing reports with a focus on analyzing fill rates and workforce diversity.

- Upgraded employee status change form to better track the information around employees who leave FCPS, paired with the opportunity for departing employees to complete an exit survey.
- Twice annual reporting to the Board of Education.
  - Fall semester–Annual Hiring Report (see linked presentation to BOE)
  - Spring semester—Human Capital Strategy Update (scheduled for May 2023).

We believe that increased and through data collection and reporting will help us to better understand and prioritize our recruitment and retention efforts.

To address the implicit bias in our recruitment, hiring, and retention strategies, FCPS has contracted with the Insight Education Group to provide a systemic equity audit. From the human resources/employment lens, the equity audit is reviewing our educator workforce demographic data, recruitment schedule, recruitment strategies and or program descriptions, retention program information, employee handbook, and human resources policies on recruitment, placement retention, and advancement.

Our immediate efforts to eliminate implicit bias in recruitment and hiring practices include the following activities:

- A three-part learning series on bias for all staff in the Human Resources department in April, May and August 2023.These sessions are led by the Chief of Equity and Organizational Development and the Director of Equity and designed specifically for Human Resources staff.
- The launch of a Human Resources summer learning series for all school-based administrators on equitable hiring practices.The sessions will be led by Human Resources staff and focus on identifying potential bias in hiring practices.
- The development of a systemwide approach to employee onboarding to increase a sense of belonging and community, with a particular emphasis on employees of color.
- The identification and deployment of employee affinity groups with a focus on Black and Latino employees to connect to our recruitment efforts.
- The development of a centralized bank of recommended interview protocols and questions for hiring managers that reduce the potential for bias in the hiring process.

Linked Artifacts:

Pillar 2_Q31_A_2022-2023 Recruitment Plan

Pillar 2_Q31_B_Annual Hiring Report & Organizational Development Efforts 1-25-2023

32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Demographic Comparison of Teaching Corps to Student Population						
	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)						
% Female	49%	80%	49%	80%	49%	80%
% Male	51%	20%	51%	20%	51%	20%
% Nonbinary	FCPS does not collect this information.					
% American Indian/Alaska Native	<1%	<1%	<1%	<1%	<1%	<1%
% Asian	7%	<1%	7%	<1%	7%	<1%
% Black/African American	14%	3%	14%	4%	14%	6%
% Hispanic/Latino	20%	3%	20%	3%	20%	5%
% Native Hawaiian/Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%
% Two or More	6%	2%	7%	4%	7%	6%
% White	52%	91%	51%	88%	51%	82%

S = Student Population, T = Teacher Population

Linked Artifacts:

Pillar 2_Q32_FCPS Hiring and Diversity Report July 2022

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

2.2.2: Revise teacher prep programs to meet new requirements

33. **Partnerships with Institutions of Higher Education and Educator Preparation Programs:** How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:
- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

FCPS maintains strong relationships with many Institutions of Higher Education (IHEs) and we are consistently striving to expand our network. Recent conversations between our IHE partners and the FCPS Organizational Development department have centered around opportunities to expand our recruitment and direct pay options within schools with a greater concentration of diverse teaching candidates. Currently, our formal Professional Development School (PDS) partners are Hood College, Mount St. Mary's University, Frostburg State University and Frederick Community College. However, we partner with other universities to provide specific career opportunities, recruit diverse candidates, provide tuition benefits and/or direct pay, and extend cohort options. These partnerships will continue to be important as FCPS strives to overcome statewide hiring challenges when identifying educators to fill vacancies across all grade levels and various content areas.

Our PDS partners engage in quarterly PDS leadership meetings (see Linked Artifact). These meetings are a forum where IHE leaders and individuals from the FCPS Human Resources and Organizational Development departments come together to discuss systemic updates, PDS needs/concerns, and review updates to curriculum and instruction. This opportunity affords us devoted time to share resources, discuss hiring and critical needs areas, as well as share and extend invites to FCPS systemic professional learning opportunities, as appropriate.

We are continuously working with our IHE partners to ensure that our PDS candidates have a seamless transition into FCPS. In addition, we continue to look for innovative ways to partner with our IHEs so teachers have more options to advance in their career, support certification needs for our conditional teachers, and respond to systemic needs. For example:

- FCPS is planning a PDS partnership to support Praxis Performance Assessment for Teachers (PPAT) testing requirements for conditionally-certificated teachers which, in combination with completing required coursework, will lead to a Standard Professional Certificate or Advanced Professional Certification (see Linked Artifact).
- FCPS is working with a national non-profit, Deans for Impact, to establish an educator preparation pipeline with Hood College. This relationship will support the development of consistent, evidence-informed instructional practices and strategies reinforced by both Hood and FCPS, credentialed mentor teacher assignments for practica, and opportunities for experienced teachers to support novices while advancing on the career ladder. We anticipate connecting this program with our existing Teacher Academy of Maryland (TAM) program for high school students, thus establishing a ten-year trajectory of learning and achievement for those entering the teaching profession. A pilot of this program, focused on Hood faculty and PDS collaboration, will begin in SY23-24.

- FCPS continues collaborating with IHEs to communicate evolving programs or systemic needs, e.g., Mount St. Mary's University recently added a Board Certified Board Analyst graduate program in response to FCPS needs.
- FCPS is collaborating with several IHEs to promote STEM programming via the Computational Thinking Grant (see Linked Artifact).

FCPS is continuing to examine both grant funded and partnership opportunities to ensure we are both open to new partnerships and deepening existing ones to meet our shared interest of a high quality and diverse workforce.

To address how FCPS will target hiring teaching candidates based on systemic needs, FCPS will build upon the strong relationships we currently have with our IHEs. This process involves quarterly collaboration meetings with multiple stakeholders from the FCPS Human Resources and Organizational Development departments and participants from our professional development schools (Hood College, Mount St. Mary's University, Frostburg State University, and Frederick Community College). During these meetings, the teacher recruiter and certification officer from Human Resources has dedicated time on every agenda to share updates on FCPS hiring needs, review progress on filling vacancies, and discuss future content specific/grade level projection needs. Based on this information, stakeholders problem-solve strategic actions that will address these evolving school system needs. Also, FCPS now has representation on the Education Advisory Boards with the following IHEs: Howard University, Shippensburg University, Liberty University, Shepherd University, and the University of Maryland Global Campus. Expanding our outreach is a critical strategy for meeting our hiring goals.

In addition, FCPS has partnered with the non-profit, Deans for Impact, and Hood College to create a program that will utilize evidence of learning, application of learning, and collaborative efficacy to build an evidence-informed teacher development pipeline for FCPS. The structure of this new program for the 2023-2024 school year will provide quarterly collaboration and learning sessions between higher education faculty and FCPS teacher leaders who support teacher candidates and novice teachers. Additional information about this partnership is noted:

- Stakeholders will engage in learning and dialogue around a central learning science principle, Effortful Thinking, which applies to all content areas, grade levels, and is a lever of equitable instruction techniques.
- Common coaching tools and a framework for pre-service and novice teacher concepts will be created by attendees that will be used with FCPS and Hood College.
- Evidence-informed pedagogical practice for coaching novice teachers, interns, and practicum participants will be explored and designed in tandem with FCPS teacher leaders who are teaching in professional development schools.

Linked Artifacts:

Pillar 2_Q33_A_PDS Leadership Team Agenda

Pillar 2_Q33_B_PPAT Proposal Collaboration Document

Pillar 2_Q33_C_MCCE Computational Thinking Grant Workshops

Blueprint Requirement (MD Code, Educ §6–120)

34. **Diverse Learning Environments for Observations and Practica:** Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the

characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

Each year, FCPS reviews updated student enrollment data to determine the academic, social, emotional, and other specific supports needed at each school. This data review also allows for further clarity to identify which FCPS schools will maintain or become a STAR school (Serving Together, Achieving Results - Title I schools) and which schools are identified as having a diverse student population.

Characteristics of a supportive school environment for teacher candidates include these areas:

- Creating a positive, safe, and nurturing learning environment for continued growth
- Maintaining high levels of communication and collaboration during instruction, professional learning, and throughout planning in professional learning communities
- Providing clear and direct feedback throughout each practicum experience
- Cultivating a shared belief in collective efficacy for all students and staff

The support available at the school level for teacher candidates in FCPS include the following:

- A designated site coordinator serves as the liaison between each IHE and school-based administrative team to determine ideal school and mentor teacher placements so each teaching intern is provided an enriching and informative internship experience (see Linked Artifact).
- Ongoing concrete feedback for teacher candidates using an evidence-informed lens throughout the internship process provided by the IHE and the FCPS mentor teacher.
- Mentor teachers can complete the Teachers for Teachers Course designed to build coaching capacity for those who support teacher interns and novice classroom teachers.
- Ongoing dialogue with our IHE partners so the internship experience continues to grow and evolve to meet the needs of our teacher candidates.

In addition, we would like to ensure that we examine ways to increase the enrollment of students from underrepresented groups in our Teacher Academy of Maryland (TAM) program. We also have plans to identify a targeted expansion of TAM to increase interest and availability to students.

Linked Artifacts:

Pillar 2_Q34_Site Coordinator

35. **Mentor Teacher Assignments for Observations and Practica:** Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

FCPS provides every PDS school with a designated site coordinator who acts as a liaison between the IHE and school-based administration. The site coordinator attends regular advisory meetings with the IHEs so they are apprised of changes or updates related to each program. Other responsibilities of the site coordinator include:

- Collaboration between the site coordinator and school administration to identify mentor teachers. Eligibility criteria for becoming a mentor includes tenure, previous evaluation ratings, communication skills, content and pedagogical approaches, expertise in coaching/mentoring/delivering professional learning, ability to model research-based

instructional and management strategies, and experience assisting teachers with daily, weekly, and long-range planning using FCPS curriculum.

- Coordination occurs between school administration, the IHE field placement coordinator, and school site coordinator when matching a teacher mentor with a teaching candidate.
- Once selected, mentors meet with representatives from the IHE to learn program specifics and receive clarification regarding expectations as a mentor. Mentor teachers are provided professional learning specifically designed to assist and support the growth of teacher candidates.
- While not required, mentors can choose to complete a mentoring course through MSDE or continuing professional development.

Future enhancements under consideration include:

- Developing a rubric with identification criteria for highly effective mentors and supervisory teachers (2024-2025)
- Streamlining the process of matching school-based mentors to teaching candidates
- Requiring the completion of a mentoring or coaching course through MSDE or CPD before an FCPS teacher can become a school-based mentor (2024-2025)
- Providing professional learning that includes highly-effective mentor teacher criteria and evidence-informed practice through collaboration with Deans for Impact (2024-2025)
- Creating a micro-credential certificate for FCPS teacher coaches/mentors (2025-2026)
- Identifying and promoting career ladder incentives for school-based staff interested in becoming a site coordinator, (upon full implementation of the career ladder
- Using level four teacher leaders in schools as site coordinators and mentors for teacher candidates, upon full implementation of the career ladder
- Reviewing and evaluating teacher mentor supports through data collection and providing professional learning as needed (ongoing)
  - Examples of professional learning may include, but are not limited to, NB certification process, career ladder, FCPS certification shortage areas, shifts in instructional delivery (e.g., virtual, hybrid), etc.

Linked Artifacts:

2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

36. **Grow Your Own and Alternative Preparation Programs:** What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

High School Students

Within FCPS, the Teacher Academy of Maryland (TAM) provides a college prep program for students interested in a career in education. The 18-month program is located at our Career and Technology Center. Students in TAM must pass four courses to be considered a program completer, one of which includes a semester-long teaching internship. TAM students earn both weighted credit and college credit for course completion. FCPS partners with over ten colleges in Maryland to award college credit for TAM courses. In addition, two of our high schools provide students with the opportunity to earn a Child Development Associates (CDA) credential. FCPS plans to expand this offering to additional high schools.

Future enhancements under consideration as FCPS continues to evaluate the evolving needs for the Grow Your Own initiatives for high school students may include:

- Increasing enrollment and recruitment for Early Childhood Education courses (2024-2025)
- Identifying TAM students that would be good candidates to support and participate in the Deans for Impact initiative with Hood College (2024-2025)
- Providing guaranteed acceptance into an education program at local IHE's for TAM graduates (2025-2026)
- Creating scholarships for TAM graduates at local IHE's (2025-2026)
- Developing a program that transitions TAM graduates to FCPS paraprofessionals while completing an education degree with local IHE's (2025-2026)
- Creating paid internships or other opportunities for TAM graduates to support summer instructional programs at our schools (2025-2026)

As stated previously, we would like to ensure that we examine ways to increase the enrollment of students from underrepresented groups in our Teacher Academy of Maryland (TAM) program. We also have plans to identify a targeted expansion of TAM to increase interest and availability to students in their home schools.

By diversifying and expanding the TAM program, we will recruit staff that better reflects the FCPS student population. Working in tandem with the Supervisor for Career and Technical Education, targeted student recruitment has resulted in TAM students that better reflect our student demographics. After students graduate from high school and the TAM program, they are immediately able to work for FCPS as substitute teachers. FCPS also strives to employ those graduates during summers and school breaks while they are pursuing undergraduate education degrees. Additional incentives for this Grow Your Own initiative include exploring advanced placement on the salary scale and providing funding for teacher certification programming with direct pay partnerships with our IHE partners.

Linked Artifacts:

Pillar 2_Q36_A_TAM Flyer FCPS

LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)

Current benefited employees who work for FCPS but do not have a college degree are provided opportunities for tuition reimbursement that include up to $3,500 each fiscal year for programs leading to teacher certification (see Linked Artifact). The FCPS Support Employee Growth Manager has created a website that includes a newsletter, showcases upcoming training and professional learning experiences available, and advertises evening events about becoming an educator (see Linked Artifacts). A direct pay agreement is currently in place with ten IHEs, which helps to remove financial burden as a barrier to support staff enrolling in teacher preparation programs.

FCPS currently has in place a Grow Your Own program with Mount St. Mary's University that leads to teacher certification in special education, as well as a program leading to licensure in Applied Behavior Analysis. The program, funded through our Maryland Leads grant, provides full tuition coverage and books, as well as opportunities for practical and clinical experience. The program launched in August 2022 and currently has a total of 29 candidates, including 18 support staff. A second cohort of candidates will begin in summer 2023 (see Linked Artifact).

Future enhancements under consideration as FCPS considers Grow Your Own initiatives for current FCPS employees without degrees include:

- Developing talent spotting protocols for school-based leaders and central staff to identify and encourage continuing education opportunities (2024-2025)

- Offering information events at specific school feeder locations to be more accessible and convenient for staff to attend (2024-2025)
- Providing funds for instructional assistants and special education instructional assistants to become paraprofessionals (2025-2026)
- Revising the Maryland Accelerates program to support paraprofessionals desiring to become certified educators (2025-2026)
- Providing paid sabbaticals for paraprofessionals who must complete an education internship to gain certification with our IHEs (2026-2027)

FCPS continues to seek out opportunities to elevate and honor existing employees while actively recruiting talent to join our workforce.

Linked Artifacts:

Pillar 2_Q36_B_Support Employee Tuition Reimbursement Information

Pillar 2_Q36_C_Support Employee Growth Manager Position Description

Pillar 2_Q36_D_Educational Support Employee Professional Learning Website

https://sites.google.com/fcps.org/professional-learning/educational-support-employee-professional-learning**Pillar 2_Q36_E_Fall 2022 Support Staff Newsletter**

Pillar 2_Q36_F_Support Employee Onboarding and PL Plan

Pillar 2_Q36_G_Maryland Leads

Individuals with Degrees in Other Fields (e.g., career changers)

FCPS employees who have a college degree are provided opportunities for continued education credits and tuition reimbursement (see Linked Artifact). This area of our workforce can collaborate with the FCPS Human Resources department and MSDE to receive a conditional teaching certificate in content areas with hiring shortages. This opportunity provides FCPS employees without a teaching certificate the ability to begin their journey in education, receive modified coaching/mentoring assistance through the induction program, and engage in collaborative discussions with mentor teachers at their school-based location.

As described above, FCPS currently has in place a Grow Your Own program with Mount St. Mary's University that leads to teacher certification in special education, as well as a program leading to licensure in Applied Behavior Analysis. The program, funded through our Maryland Leads grant, provides full tuition coverage and books, as well opportunities for practical and clinical experience. The program is open to any current FCPS employee, including career changers. The program launched in August 2022 and currently has a total of 29 candidates, of whom 13 are current individuals with degrees seeking to become Board Certified Behavior Analysts. A second cohort of candidates will begin in summer 2023.

Future enhancements under consideration as FCPS considers Grow Your Own initiatives for current FCPS employees with degrees include:

- Exploring opportunities to differentiate the structure of first year induction programming so candidates can take necessary coursework and receive additional required resources, materials, as well as professional learning provided to first year teachers in the classroom (2024-2025)

- Developing talent spotting protocols for school-based leaders and central office staff to identify and encourage FCPS employees who hold a degree to consider classroom teaching opportunities (2024-2025)
- Refining the process for monitoring and evaluating the progress of conditional certificate holders through collaboration with IHE's, school administration, the induction program, and school-based mentor teachers (2024-2025)
- Expanding direct pay partnerships with IHEs to reduce barriers for continuing and completing education coursework (2025-2026)
- Increasing opportunities for career counseling with the FCPS Human Resources department to assist with education mapping for career-changing FCPS employees (2025-2026)
- Utilizing level four teacher leaders in schools as coaches and mentors for conditional certificate educators, upon full implementation of the career ladder

Linked Artifacts:

Pillar 2_Q36_H_FCPS Teacher Tuition Reimbursement Document

Pillar 2_Q36_I_Rise and Thrive Year One Conditionally Certified Teacher Course

Pillar 2_Q36_J_Rise and Thrive Year One Syllabus

Pillar 2_Q36_K_Rise and Thrive Adaptations for 2022-23

Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)

FCPS actively seeks diverse teacher candidates; our students should have opportunities to be taught by educators from different cultures, diverse backgrounds, and varied experiences. FCPS strives to eliminate the diversity gap that exists between students and staff so teacher demographics more appropriately align to student demographics. This year, our Human Resources department will be attending 38 total job fairs including three that are at Historically Black Colleges & Universities (HBCUs).

Steps FCPS is taking to address areas of need regarding diverse teacher candidates:
- Strengthening relationships with a larger number of HBCUs.
- Establishing direct pay partnerships with HBCUs for current FCPS staff.
- Reviewing and revising identification process criteria through a diversity lens for educators who provide new teacher coaching within the induction program; this process will help retain diverse teacher candidates during induction programming.
- Recruiting more diverse facilitators for MSDE coursework which will assist in retaining diverse candidates in FCPS, as well as take on leadership roles within the organization.
- Identifying opportunities to revise the hiring process timeline to offer open contracts to diverse candidates earlier in the school year; this will incentivize a greater number of early commitments to teaching for FCPS.

For the first time in 13 years and four months ahead of schedule, FCPS was one of the first LEAs to place all involuntary transfers by March 1, 2023. This allows us to be open not only to early contracts, but confirmation of new hires for the subsequent school year.

Our efforts to recruit staff that reflect the FCPS student population and provide support and placement of program completers is responsive and flexible. With recognition that the representation of candidates who are pursuing teaching is similarly not representative of the student population, we have focused our efforts on targeted recruitment and induction. This includes:

- A request in the FY24 budget for a Recruitment Specialist. Currently FCPS has only one full time recruiter. We have made a request for this additional position to target additional recruitment with a focus on Historically Black Colleges and Universities (HBCUs).
- We signed our first MOU with Bowie State University, an HBCU, to offer an online doctoral program to employees, further incentivizing employment to potential teaching candidates.
- We are exploring a pipeline innovation with Bowie State University called E3 whereby we work with FCPS seniors who commit to return to FCPS after college as employees.
- We are expanding our use of online interview scheduling tools to provide additional opportunities and ease of access to potential candidates.

In addition to the targeted efforts above, we are holding multiple *Become an Educator Night* events with our higher education partners to recruit non-educators into the field of education and provide them additional informational resources in the pathways to certification.

Linked Artifacts:

Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

Blueprint Requirement (MD Code, Educ §6–1008)

37. Local National Board Coordinator: Identify the name and responsibilities of the individual(s) serving as the school system's Local National Board Coordinator.

Name	Position	Responsibilities
Joseph Hinson joseph.hinson@fcps.org 240-236-8882	Coordinator of Teacher Advancement	The Local National Board Coordinator responsibilities are integrated within the Coordinator of Teacher Advancement position which is housed in the Organizational Development department. While important tasks and functions for the position are noted on the linked artifact, key responsibilities directly aligned to National Board (NB) certification include: ● Serving as the FCPS liaison to MSDE and the National Board for Professional Teaching Standards (NBPTS) organization ● Collecting, verifying, and communicating with FCPS educators who are interested in seeking or renewing their NB certification ● Documenting and updating information for candidates who are seeking

| | fee support from the state and local incentive program for the NB candidate selection process |
| | ● Overseeing the design and implementation of FCPS Launch, a program designed to provide multiple supports for our initial NB candidates and our educators who are renewing their NBPTS certification. |

Linked Artifacts: Pillar 2_Q37_Coordinator of Teacher Advancement Position Description

Blueprint Requirement (MD Code, Educ §6–1008)

38. National Board Certification Program: Describe how the school system's NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

After reviewing NB certification information directly from NBPTS and taking into consideration feedback provided by multiple stakeholders, FCPS Launch was created. This is a one-year support program providing virtual sessions, one-on-one mentoring meetings, and NB portfolio editing facilitated by FCPS educators who have a current NB certification. The ratio of facilitator to educator for FCPS Launch is 1:10, allowing for small group learning and opportunities for initial candidates to collaborate (see Linked Artifacts).

Eight FCPS Launch NB certified facilitators oversee the virtual sessions and six NB certified teachers provide portfolio editing support. A total of five FCPS Launch Candidate Support Groups were created to assist initial candidates interested in seeking their NB certification. Each support group focuses on a different area of the teacher workforce: elementary educators; middle school educators; high school educators; specials, electives and EL educators; and those educators who have current NB certification but are within their renewal window. Launch facilitators regularly communicate with the NB coordinator when questions or concerns arise and have access to resources and materials pertaining to FCPS Launch through a Schoology collaboration group site.

Each virtual session includes a semi-scripted slideshow with goals for the meeting, is rooted in the NBPTS five core principles, and provides opportunities for questions pertaining to the NB components candidates are completing, as well as time for collaboration.

The current framework for FCPS Launch was designed as a one-year support program with a limit of 50 participants. A cap of 50 was placed due to the small number of current FCPS staff who have their NB certification and were interested in facilitating sessions. More than 50 candidates applied for participation in FCPS Launch. A rubric scoring process was used to identify and select FCPS Launch candidates.

Additional FCPS Launch enhancements under consideration as interest in NB certification increases include:

- Incorporating opportunities for face to face sessions with FCPS Launch candidates.
- Increasing the number of FCPS Launch participants while maintaining a 1:10 facilitator to educator ratio.
- Incorporating professional learning opportunities for FCPS Launch facilitators to collaborate, interact, and engage in meaningful experiences connected to adult learning theory.
- Designing and providing a mentoring course for FCPS Launch facilitators highlighting concepts identified through evidence-informed instructional strategies and coaching theory.
- Using level four teacher leaders as additional coaches and mentors for educators within school feeder patterns, upon full implementation of the career ladder.

Linked Artifacts:

Pillar 2_Q38_A_FCPS NBC Employee Communication - Certification & Salary Increase

Pillar 2_Q38_B_Spring 2023 Save the Date Flier

Pillar 2_Q38_C_MSDE Fee Support Awareness Communication to FCPS Employees

Pillar 2_Q38_D_FCPS Launch Candidate Support Groups

39. Recruiting from the Existing Teaching Corps: Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

The NB certification coordinator will continue to oversee how FCPS encourages and incentivizes educators within the district to pursue their NB certification (see Linked Artifacts). Initial steps require full transparency with educators regarding the salary enhancement provided to classroom teachers who have a NB certification. Additional steps to encourage and incentive teachers within FCPS include:

- Promoting the $10,000 salary enhancement noted on the Frederick County Teachers Association (FCTA) negotiated agreement through Find Out First communications and information events for FCTA members.
- Advertising, sharing, and providing school feeder pattern teacher advancement information events for educators that would include information about the NB certification process, FCPS Launch, and the availability of fee support through MSDE.
- Providing a spring interest event for educators who have questions about pursuing a NB certification, with current NB certified teachers sitting on an information panel with a Q/A opportunity.
- Reviewing the NB certification process and benefits it provides to educators who are part of the year three induction program for novice teachers.

Future enhancements to encourage and incentivize current educators in FCPS to pursue NB certification may include:

- Creating opportunities for administrators and mentor teachers to identify and encourage teachers in their building to become NB candidates.
- Utilizing level four teacher leaders in schools as coaches and mentors for educators within school community feeder patterns who want to explore a NB certification.
- Adding more resources, materials, and videos related to NB certification on the FCPS Professional Learning websites.
- Identifying and interviewing current NB certified educators in FCPS that can highlight the NB certification journey and the benefits they experienced after earning their certification.
- Collaborating with our IHEs to develop programs and courses that will incorporate The Five Core Propositions and other components of the NB certification process within their coursework.
- Reviewing and tracking data on educators interested in seeking a NB certification in FCPS; strategically recruit underrepresented groups or populations of educators to more directly align with student populations.

To incentivize historically underrepresented teaching candidates, the NBC coordinator and/or the Organizational Development department will utilize detailed and specific quarterly data provided by Human Resources to strategically identify, invite, and encourage educators to apply for a NBC in the following ways:

- Use talent spotting techniques to identify/nominate initial candidates by current NBC educators, central office, and building level administrators. These identified educators will be given a personal invitation to attend upcoming NBC information events.
- Utilize frequent social media blasts that feature historically underrepresented teaching candidates as part of the information included about NBC.

- Partner with Human Resources to attend, represent, and support recruitment events at higher education partners, with a focus on HBCUs and ensuring those engagements include sharing pertinent information about NBC.
- Collaborate with community groups and local non-profit organizations to develop and design a scholarship process that incentivizes underrepresented teaching candidates to pursue NBC, in addition to continuing to use the fee support partnership with MSDE to cover the cost of the NBC process.

Linked Artifacts:

Pillar 2_Q39_A_FCPS Launch Visual

Pillar 2_Q39_B_Year 3 Induction Program Communication for NB Certification

Pillar 2_Q39_C_Spring 2023 Save the Date Flier

Pillar 2_Q39_D_2023 Teacher Advancement & FCPS Launch Info Session Event Dates

40. Recruiting Teachers to the School System: What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

FCPS must utilize a multi-dimensional approach and partner with multiple stakeholders to strategically recruit teachers with a current NB certification from neighboring school districts and states. The following strategies will be used to recruit experienced teachers with NB certification:

- Provide full transparency regarding the $10,000 salary enhancement for an experienced teacher who is being recruited for a vacancy in FCPS and holds an active NB certification.
- Highlight the $10,000 salary enhancement incentive when FCPS representatives meet with prospective new hires during in and out of state college and career job fairs.
- Utilize multiple social media platforms to advertise availability of teaching vacancies within FCPS.
- Highlight the benefits available to candidates who join FCPS, including NB certification, direct pay/tuition reimbursement, coaching/leadership opportunities, and other possible salary enhancements available.

Future enhancements under consideration that could assist in the recruitment of experienced teachers with a NB certification to FCPS may include:

- Highlighting the benefits an active NB certification can provide to educators who want to advance teacher levels, as the career ladder is developed, revised, and implemented.
- Identifying opportunities to revise steps in the hiring process timeline to begin earlier in the school year and before neighboring school districts begin their hiring process.
- Connecting and collaborating with IHE partners to develop identification criteria with a guaranteed college acceptance for FCPS high school students who have interest in becoming educators.
- Design and develop rubrics and identification criteria with guaranteed job acceptance for new college graduates and graduate level career changers who want to become educators.

For the first time in 13 years and 4 months ahead of schedule, FCPS was one of the first LEAs to place all involuntary transfers by March 1, 2023. This allows us to be open not only to early contracts, but confirmation of new hires for the subsequent school year. We will continue to work toward collecting data for recruitment interest vs secured employees as we evaluate the return on investment for our recruitment efforts.

41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

The NB certification coordinator will continue to oversee how FCPS will encourage and incentivize educators within our school system to pursue their NB certification.Initial steps require full transparency with educators regarding the salary enhancement provided to classroom teachers who have a NB certification. Additional steps to encourage and incentive teachers within FCPS include:

- Promoting the $10,000 salary enhancement noted on the Frederick County Teachers Association (FCTA) negotiated agreement through Find Out First communications and information events for FCTA members.
- Advertising, sharing, and providing school feeder pattern teacher advancement information events for educators that would include information about the NB certification process, FCPS Launch, and the availability of fee support through MSDE.
- Providing a spring interest event for educators who have questions about pursuing a NB certification, with current NB certified teachers sitting on an information panel with a Q/A opportunity.
- Reviewing the NB certification process and benefits it provides to educators who are part of the year three induction program for novice teachers.
- Identifying and interviewing current NB certified educators in FCPS that can highlight the NB certification journey and the benefits they experienced after earning their certification.
- Reviewing and tracking data on educators interested in seeking a NB certification in FCPS; strategically recruit underrepresented groups or populations of educators to more directly align with student populations.

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	2801	-	2780	-	2780	-
Art, Early and Middle Childhood	1/97	1	1/96	1	2/96	2.1
Art, Early Adolescence through Young Adulthood	1/43	2.3	1/42	2.4	2/42	4.8
Career and Technical Education	2/138	1.4	2/143	1.4	2/143	1.4
English Language Arts, Early Adolescence	1/91	1.1	1/84	1.2	2/84	2.4
English Language Arts, Adolescence and Young Adulthood	4/95	4.2	4.98	4.1	9/98	9.2
English as a New Language, Early and Middle Childhood	2/76	2.6	2/81	2.5	3/81	3.7
English as a New Language, Early Adolescence through Young Adulthood	1/19	5.3	1/23	4.3	1/23	4.3
Exceptional Needs Specialist	1/326	<1	1/286	<1	4/286	1.4
Generalist, Early Childhood	6/845	<1	6/847	<1	13/847	1.5
Generalist, Middle Childhood	0/845	0	0/847	0	6/847	<1
Health Education	0/176	0	0/187	0	1/187	<1
Library Media**	3/72	4.2	3/76	3.9	3/76	3.9
Literacy: Reading-Language Arts	1/72	1.4	1/91	1.1	6/91	6.6
Mathematics, Early Adolescence	3/111	2.7	3/108	2.8	6/108	5.6
Mathematics, Adolescence and Young Adulthood	5/115	4.3	5/105	4.8	10/105	9.5
	2021-2022		**2022-2023**		**2023-2024**	
	#	%	#	%	#	%
Music, Early and Middle Childhood	2/97	2.1	2/100	2	6/100	6
Music, Early Adolescence through Young Adulthood	0/18	0	0/16	0	2/16	12.5
Physical Education, Early and Middle Childhood	2/128	1.6	2/135	1.5	3/135	2.2
Early Adolescence through Young Adulthood	0/48	0	0/52	0	2/52	3.8
School Counseling**	0/157	0	0/171	0	0/171	0
Science, Early Adolescence	3/72	4.2	3/71	4.2	10/71	14.1
Science, Adolescence and Young Adulthood	8/92	8.7	8/90	8.7	14/90	15.5
Social Studies-History, Early Adolescence	0/71	0	0/74	0	3/74	4.1
Social Studies-History, Adolescence and Young Adulthood	2/95	2.1	2/91	2.2	6/91	6.6
World Languages	2/62	3.2	2/62	3.2	3/62	4.8

* This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.
**May be applicable to staff at the elementary level.

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	2801	-	2780	-	2780	-
Pre-K	1/47	2.1	1/48	2.1	4/48	8.3
Kindergarten	2/137	1.5	2/139	1.5	3/139	2.2
1 – 5	17/1222	1.4	17/1225	1.4	38/1225	3.1
6 – 8	6/613	<1	6/590	1	21/590	3.6
9 – 12	24/782	3.1	24/751	3.2	53/751	7.1

Note that our staffing reports are sorted by teaching levels (ES, MS, HS) and not be specific grade levels.
Also note that 2023-2024 data is based on projections.

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population						
	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	45,220	50	46,899	50	47,659	119
% Female	48.9%	74%	49%	74%	49.1%	77%
% Male	50.1%	26%	50.9%	26%	50.9%	23%
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a
% American Indian/Alaska Native	<1%	0%	<1%	0%	<1%	0%
% Asian	6.8%	2%	7.4%	2%	7.4%	1%
% Black/African American	13.8%	0%	14.4%	0%	14.4%	0%
% Hispanic/Latino	19.9%	4%	20.6%	4%	20.6%	1.7%
% Native Hawaiian/Pacific Islander	<1%	0%	<1%	0%	<1%	0%
% Two or More	6.6%	2%	6.9%	2%	6.9%	2.5%
% White	52.6%	92%	50%	92%	50%	94.9%
Note that 2023-2024 data is based on projections.						

S = Student Population, BNCT = National Board Certified Teacher

42. **Supporting National Board-Certified Teacher Candidates**: Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

Upon reflecting on year one of FCPS Launch and taking into consideration concerns expressed by candidates who started their NB certification journey during the 2022-2023 school year, the following are noted with anticipated solutions.

Barrier: Lack of NB certification support for teachers who are not part of FCPS Launch.

Anticipated Solutions:
- As teachers within FCPS continue to earn their NB certification, the number of available FCPS Launch facilitators will increase, thus opening more slots for participation in FCPS Launch.
- Until all teachers seeking a NB certification can participate in FCPS Launch, encourage teachers not in Launch to enroll at Hood College in EDUC 539, a graduate level course that supports educators on their NB certification journey.
- Use level four teacher leaders in schools as NB coaches and mentors, upon full implementation of the career ladder.

Barrier: Launch cohorts are not designed based on content or specific certifications designated through NBPTS.

Anticipated Solutions:
- As teachers within FCPS continue to earn their NB certification, the number of available FCPS Launch facilitators will increase, thus opening more slots for participation in FCPS Launch.
- Until all teachers seeking a NB certification can participate in FCPS Launch, encourage teachers not in Launch to enroll at Hood College in EDUC 539, a graduate level course that supports educators on their NB certification journey.
- Use level four teacher leaders in schools as NB coaches and mentors, upon full implementation of the career ladder.

<u>**Barrier**</u>: The time commitment required to complete the NB certification process

<u>**Anticipated Solutions**</u>:
- As educators within FCPS continue to explore and earn their NB certification, we can utilize their feedback and input to respond to questions and concerns that align with the time commitment. These candidates can share how they minimized time constraints and best utilized members of their department/grade level team members to maximize collaboration, and highlight how protocols and practices currently in place at FCPS are aligned to components of the NB certification submission process (e.g., Accelerated Learning Process, Framework for Teaching, student learning outcomes).
- Explore and identify how components of the NB certification process can align and count towards requirements for educators as they complete professional learning plans within their work location.

<u>**Barrier**</u>: The discouragement teachers experience when they fail to achieve their NB certification during their first attempt

<u>**Anticipated Solutions**</u>:
- Monitor and track data for educators in FCPS who achieve their NB certification and correlate this to the number of components attempted within the one-year cycle.
- If there is a trend of teachers who are not achieving certification, we will consider creating an alternative cohort specifically designed for retake NB candidates.

To incentivize historically underrepresented teaching candidates, the NBC coordinator and/or the Organizational Development department will utilize detailed and specific quarterly data provided by Human Resources to strategically identify, invite, and encourage educators to apply for NBC in the following ways:

- Use talent spotting techniques to identify/nominate initial candidates by current NBC educators, central office, and building level administrators. These identified educators will be given a personal invitation to attend upcoming information events about the NBC process.
- Utilize frequent social media blasts with historically underrepresented teaching candidates as part of the information included about NBC.
- Partner with Human Resources to attend, represent, and support recruitment events at IHEs by sharing pertinent information about NBC.
- Collaborate with community groups and local non-profit organizations to develop and design a scholarship process that incentivizes underrepresented teaching candidates to pursue NBC, in addition to continuing to use the fee support partnership with MSDE to cover the cost of the NBC process.

[Blueprint Requirement (MD Code, Educ §6–1002)](#)

43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to descirbe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at MSDE's site for the National Board Certified Teacher Programs.

FCPS currently does not have any low performing schools.

Table 1: National Board Certified Teachers by Certification Area						
	2021-2022		**2022-2023**		**2023-2024**	
	#	%	#	%	#	%
All Teachers*	N/A FCPS currently has no low performing schools					
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education						
English Language Arts, Early Adolescence						
English Language Arts, Adolescence and Young Adulthood						
English as a New Language, Early and Middle Childhood						
English as a New Language, Early Adolescence through Young Adulthood						
Exceptional Needs Specialist						
Generalist, Early Childhood						
Generalist, Middle Childhood						
Health Education						
Library Media**						
Literacy: Reading-Language Arts						
Mathematics, Early Adolescence						
Mathematics, Adolescence and Young Adulthood						
Music, Early and Middle Childhood						
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood						
Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood						
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood						
World Languages						

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.
**May be applicable to staff at the elementary level.

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level						
	2021-2022		**2022-2023**		**2023-2024**	
	#	%	#	%	#	%
All Teachers*	N/A FCPS currently has no low performing schools					
Pre-K						
Kindergarten						
1						
2						
3						

4
5
6
7
8
9
10
11
12

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population						
	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	N/A FCPS currently has no low performing schools					
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, NBCT = National Board Certified Teacher
The student population in this table should be the students enrolled in the district's low-performing schools.

44. **Strategic Assignment of National Board Certified Teachers**: As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

As the number of educators within FCPS who have earned their NB certification increases and the areas of NB certification diversifies, FCPS will prioritize how these teacher leaders can best support systemic needs. Systems and structures that may be used to increase the impact and leadership of NB certified teachers include the following:

- The Human Resources department will review and reclassify job classifications to best reflect content specific vacancies and classroom-based positions.
- The Human Resources department will design and develop specific protocols that will support individual school-based hiring needs and/or transfer processes that prioritize hiring NB certified teachers.
- FCPS will review and identify the benefits as well as possible deltas associated with systemic movements of NB certified educators that currently work within natural cohorts, schools, and feeder patterns.

- ○ FCPS will share information about possible staffing movements, prior to any changes being made, based on school and/or systemic needs through employee communications and work with our Public Affairs department to ensure clear messaging.
  - ○ FCPS will provide access to additional resources, materials, and videos for educators without a NB certification. These resources will highlight the leadership opportunities and benefits that are connected to educators with a NB certification.
- ● FCPS will prioritize NB certification as an integral part of the application when identifying level four teacher leaders in schools. These lead teachers will work collaboratively and collectively with other school- based teacher leaders when providing coaching, mentoring, content support, instructional modeling, and non-evaluative peer observations for new and novice classroom teachers.

Linked Artifacts:

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

45. (OPTIONAL) Establishment of a Career Ladder Development Board: Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

FCPS believes there is value in designing a local career development board that will develop each tier on the leadership track. All FCPS educators should have transparent standards and specific rubric language that allows for clear understanding on how to meet advancement requirements.

During the 2022-2023 school year, FCPS has invited a diverse group of employees to share input about the creation/implementation of a career ladder for educators, review samples of career ladder templates that could be retooled, and provide honest feedback on the progression of the different tiers and teacher levels for educators. This process will continue periodically throughout this year as new information and expertise becomes available about the career ladder (see Linked Artifacts).

The anticipated timeline for the work includes the following:

Time of Year	Activity
Quarter 1	Refinement of 3 models developed during the 2022-2023 school year to narrow to 2 viable options.
Quarter 2	Seek input and guidance from MSDE and AIB regarding boundaries of local LEA decision making.
Quarter 3	Include budget impact items in negotiations and workshop final models among employee associations.
Quarter 4	Confirm draft model for implementation at the start of the 2024 school year.

Linked Artifacts:

Pillar 2_Q45_A_Career Ladder Questions, Problems, and Initial Proposal

Pillar 2_Q45_B_Initial Ideas for Career Ladder - Draft 1

Pillar 2_Q45_C_Initial Ideas for Career Ladder - Draft 2

Pillar 2_Q45_D_Initial Ideas for Career Ladder - Draft 3

Pillar 2_Q45_E_Pillar 2_Bluepint Workgroup Presentation 11-29-2022

46. (OPTIONAL) Membership of the Career Ladder Development Board: Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization
Kristen Canning	Instructional Director, Elementary School	Frederick County Public Schools
Tim Thornburg	Senior Manager, Employee Relations/Contract Management	Frederick County Public Schools
Missy Dirks	President	Frederick County Teachers Association
Jen Nguherimo	UniServ Representative	Frederick County Teachers Association
Andrew Macluskie	UniServ Representative	Frederick County Teachers Association
Julia Nguyen	Human Resources Director	Frederick County Public Schools
Carrie Artis	Accelerating Achievement and Equity Director	Frederick County Public Schools
Chris Berry	Principal, High School	Frederick County Public Schools
Amy Cordes	Supervisor, Curriculum Instruction Intervention	Frederick County Public Schools
Jennifer Bingman	Director System Accountability and School Improvement	Frederick County Public Schools
Jay Corrigan	Principal, Elementary	Frederick County Public Schools
Ryan Defibaugh	Supervisor, School Counselors	Frederick County Public Schools
Samira Diggs	Teacher, Elementary	Frederick County Public Schools
Hannah Feldman	Principal, Elementary	Frederick County Public Schools
Ashley Fisher	Assistant Principal, Elementary	Frederick County Public Schools
David Franceschina	Principal, High School	Frederick County Public Schools
Ingrid Haus	Teacher, Elementary	Frederick County Public Schools
Justin Heid	Specialist, Elementary	Frederick County Public Schools
Tracy Hilliard	Principal, Elementary	Frederick County Public Schools
Joe Hinson	Coordinator	Frederick County Public Schools
Meg Lee	Director, Organizational Development	Frederick County Public Schools
Dan Lippy	Director School Management	Frederick County Public Schools
Caris Meni	Teacher Elementary	Frederick County Public Schools
Karine Myer	Supervisor, Organizational Development	Frederick County Public Schools
John Ridenour	Principal Elementary	Frederick County Public Schools
Danny Rumph	Principal, High School	Frederick County Public Schools
Tom Saunders	Instructional Director, Middle School	Frederick County Public Schools
Lisa Smith	Principal, High School	Frederick County Public Schools
Lissa Smith	Teacher, High School	Frederick County Public Schools
Amy Struntz	Supervisor, Organizational Development	Frederick County Public Schools
Stephanie Ware	Principal, High School	Frederick County Public Schools
Josh Work	Principal Middle School	Frederick County Public Schools
Sarah Yoder	Teacher High School	Frederick County Public Schools

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §6–1002)

47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system's efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Essential Activities for Phasing in the Career Ladder			
Activity	2021-2022	2022-2023	2023-2024
Develop a plan for increasing the number of NBC teachers	X		
Engage stakeholders to assess challenges related to obtaining NBC	X		
Implement a support program for teachers pursuing NBC		X	
Hold discussions with stakeholders, including teacher union representatives, to discuss the various aspects of a career ladder and develop recommendations regarding potential models for negotiations by the Board and teacher union bargaining teams	X	X	X
Seek guidance from the AIB and MSDE to better understand the nuances, expectations, and mandates associated with the career ladder	X	X	X
Collaborate with think partners such as PSSAM, MNS, and MABE to discuss and advocate for commonality relative to the career ladder	X	X	X
Review existing career ladders from other schools systems around the state, nation, and world to identify success and challenges	X	X	X
Identify current teacher contract language which contradicts the Blueprint and/or inhibits the development and implementation of a career ladder	X	X	X

Linked Artifacts:

2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

Blueprint Requirement (MD Code, Educ §6–1008)

48. **Promotion of Advanced Degrees**: What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

Under the collective bargaining agreement with the Frederick County Teachers Association (FCTA), FCPS currently reimburses teachers who earn graduate credits and are completing a master's degree at an accredited institution. For FCTA members, this equates to reimbursement for up to 36 graduate credits. In addition to tuition reimbursement, FCPS has partnerships with multiple local IHEs that reduce the overall cost for coursework and provides opportunities for FCPS employees to participate in cohorts for master's and/or doctoral degree programs. Additional information about these opportunities include:

- A direct pay program that is in place with ten IHEs.
- A partnership with Walden University that allows a 10% reduction in cost for a master's or doctoral degree program.

- Multiple opportunities exist with Hood College:
  - Up to $1,000 tuition reduction a year for FCPS employees working towards a graduate degree part-time
  - Three-year cohort-based graduate program leading to a doctorate in either Organizational Leadership or Business Administration

Revisions or enhancements under consideration that could assist in the promotion of advanced degrees for FCPS educators may include:

- Reviewing data to determine shifts or changes in certification area shortages.
- Collaborating with our IHE partners on how to best address shortage areas, e.g.,
  - Creating cohorts to lessen or eliminate shortage areas
  - Incorporating flexibility and options for virtual and/or face-to-face learning experiences, thus allowing for more FCPS educators to complete degrees.
  - Designing additional scholarship opportunities for advanced coursework in areas of need.

Linked Artifacts:

Pillar 2_Q48_A_FCPS Employee Tuition Benefits Website

Pillar 2_Q48_B_FCPS Educator Tuition Reimbursement Info

Pillar 2_Q48_C_Frederick County Administrative and Supervisory Association Tuition Reimbursement Info

49. Collaboration with Institutions of Higher Education: Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:
- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

FCPS maintains a close relationship with its PDS partners and is always looking for new organizations to join our network. Consistent communication occurs through quarterly PDS leadership meetings and PDS advisory meetings (see Linked Artifact). PDS Leadership is a forum where IHE leaders and staff from the FCPS Human Resources and Organizational Development departments come together to discuss systemic updates, PDS needs, concerns, and updates to curriculum and instruction. PDS Advisory is a forum in which the IHE collaborates with school-based leaders and site coordinators to discuss the PDS program. This forum is often an opportunity to ask questions, clarify expectations, review and modify documents, and align programming.

Staff from the FCPS Human Resources and Organizational Development departments are regularly invited by our local colleges/universities to provide information and presentations to teacher candidates to assist in preparing them to enter the education workforce. FCPS staff are often asked to serve on IHE accreditation teams. This opportunity provides a unique experience to further examine how an IHE's program aligns to our systemic needs.

FCPS is working with a national non-profit, Deans for Impact, to establish an educator preparation pipeline with Hood College. This relationship will support the development of consistent, evidence-informed instructional practices and strategies reinforced by both Hood and FCPS, credentialed mentor teacher assignments for practicum experience, and opportunities for veteran teachers to support novices while advancing on the career ladder. A pilot of this program, focused on Hood faculty and PDS collaboration, will begin in SY23-24 with the goal of expansion in the coming years.

FCPS will need educators with advanced degrees among our special education teachers, school counselors, school psychologists, and Behavioral Support Specialists. Our team of certification specialists will conduct individual meetings with educators to assist in identifying programs with our higher education partners that provide the necessary coursework as well as a tailored experience to meet the needs of FCPS educators. These meetings will also assist teachers with guidance in using our tuition reimbursement and direct billing programs to their maximum benefit to help reduce the financial barrier.

Recently, our Human Resources and Organizational Development departments collaborated with our higher education partners to develop custom cohort programs built to specifically address the high priority needs of FCPS educators. In these cohorts, educators with similar needs are grouped together so we can expand our support directly from staff, as well as also among the employee group. As a result, these custom-built cohort programs offer our educators an opportunity for an advanced degree paired with the high priority needs of our system.

During subsequent quarterly collaboration meetings with our IHE partners, members from Human Resources and Organizational Development will continue to discuss the progress, growth, and possible concerns identified based on evolving data collected on FCPS educators pursuing advanced degrees. Based on feedback discussed and possible concerns identified, the team will determine what additional supports may need to be implemented, which may include the design of more strategic cohorts, hybrid-virtual and/or face-to-face learning experiences, additional scholarship opportunities (for high priority advanced degrees to meet systemic needs), and the expansion of possible doctoral programs. Lastly, FCPS will consider expanding the Hood College and Deans for Impact Partnership upon reviewing and analyzing data collected during the year one pilot (2023-2024 school year).

Linked Artifacts:

Pillar 2_Q49_PDS Meeting Dates and Agendas for 2022-2023

50. **Teaching Dual Enrollment Courses:** How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?

Under the collective bargaining agreement with the Frederick County Teachers Association (FCTA), FCPS currently reimburses teachers for earning graduate credits and completing a master's degree from an accredited institution.

We continue to partner with Frederick Community College (FCC) to establish individualized professional learning plans for teachers who wish to become adjunct faculty, but are lacking the credentials required by the college. For specialized coursework that requires high-impact course offerings, FCPS and FCC have begun to explore strengthening relationships with other local IHEs who can provide this service and the required certifications. However, this work was put on hold during the pandemic and has not yet resumed. Our hope is that this work will resume in the next year which will allow for the finalization of individualized professional learning plans for all interested educators.

At present, the qualifications required to become adjunct faculty for each content area is exclusively determined by FCC, often at the departmental level. We are working collaboratively to streamline this process so the qualifications are clearer as with other state teacher certifications and licensing. Additionally, many Pre-K-12 professional experiences that traditionally demonstrate content expertise (e.g., local or state curriculum writing and teaching in advanced placement or international baccalaureate diploma programs) are not currently considered as equivalent experiences by FCC. A revised memorandum of understanding with FCC is being developed which will include more

collaborative language and create additional methods for teachers to have their credentials evaluated by the college and cooperatively facilitate the credentialing process.

Linked Artifacts:

Pillar 2_Q50_A_Dual Enrollment Instructor Credential Process

Pillar 2_Q50_B_Current Dual Enrollment - High School Based

51. **Teacher Support**: Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

FCPS has many structures currently in place to assist teachers who wish to earn advanced degrees. In addition to the reimbursement opportunities available for support staff, teachers, and administration through direct pay programs with multiple institutions, FCPS maintains regular dialogue through quarterly meetings with our PDS partners. As noted previously, these quarterly meetings are a forum where IHE leaders, Human Resources, and the Organizational Development department spend time collaborating and discussing systemic updates, PDS needs/concerns, and review updates to curriculum and instruction. This opportunity affords devoted time to share resources, discuss hiring and critical needs areas, as well as share and extend invites to FCPS systemic professional learning opportunities, as appropriate.

To support teachers earning advanced degrees, FCPS has direct pay programs with ten institutions. FCPS has in place a partnership with Walden University that provides a 10% cost reduction for employees in a master's or doctoral degree program. In addition, FCPS has multiple opportunities with Hood College, which include a $1,000 tuition reduction for FCPS staff working toward a graduate degree part-time, as well as a three-year cohort-based doctoral program in Organizational Leadership. Lastly, a limited number of sabbaticals are available each year for FCPS staff that provide 50% of their pay (see Linked Artifacts, page 37 of the Negotiated Agreement between the Frederick County Board of Education and the Frederick County Teachers Association).

Some additional enhancements that could be reviewed and considered in the future include:

- Increasing the number of available sabbaticals for teachers earning advanced degrees.
- Working with our local IHEs to create more cohort-based advanced degree programs.
- Increasing opportunities for advising and refining degree programs, coursework implementation, and increased assessment options with IHEs.
- Designing additional scholarship opportunities for advanced coursework in areas of need for the system.

Last, FCPS has signed an MOU for direct pay with Bowie State University to offer a fully online doctoral program option for employees, leveraging the existing tuition reimbursement benefits outlined in our negotiated agreement. Three (3) interest meetings were held for all eligible employees (minimum qualification is a master's degree) and over 80 employees signed up to attend. The plan is to launch the first FCPS Bowie State cohort in the fall of 2023.

Linked Artifacts:

Pillar 2_Q51_A_FCPS Direct Pay Program Options

Pillar 2_Q51_B_Walden University Partnership Discount

Pillar 2_Q51_C_Hood College Doctoral Program

Pillar 2_Q51_D_FCTA Negotiated Agreement

Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

52. Allocation of Resources: The Blueprint assumes LEAs will spend $617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of $60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

For FY23, FCPS' minimum salary for a new teacher with a bachelor's degree is $51,780. With a minimum of a 4% COLA for the next four years (July 1, 2023 - July 1, 2026) the minimum starting salary will be $60,575. FCPS, like other districts in Maryland, is struggling with on-going increases to normal operating costs (fuel, insurance, utilities, material of instruction) as well as the ever-increasing required employer contributions to the Maryland State Retirement System. FCPS also has the challenge of large student enrollment increases that require additional staffing one year prior to the receipt of the revenues associated with the new students. FCPS has had the strong support of our local officials with a focus on increasing employee compensation; we have received local funding above the minimum maintenance of effort requirement for the past eight years. This local support is anticipated to continue for the foreseeable future. But should additional local funding not come to fruition, reallocation of staffing and potentially the reduction of programs and services will need to be considered to meet the many requirements of the Blueprint legislation.

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §6–1009)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24

53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement. Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

Percentage Increase* in Teacher Salary Per Year for All Teachers Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019														
SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
5.6%	2.7%	1.0%	5.6%	3.3%	2.0%	6.3%	4.3%	3.2%	13.6%	10.3%	8.3%	TBD%	TBD	TBD

*The percentage increases in the above table are calculated by comparing the same step and lane on the Frederick County Teachers Association (FCTA) scales across years at the minimum, median (defined as average of steps) and maximum.

FCPS staff calculated the percentage increases based on the methodology outlined in the February 24, 2023 MSDE memo but found that this methodology did not properly illustrate the percent increase above the negotiated schedule of salary increases as outlined in the law. Furthermore, the calculation was complicated by FCPS' significant growth in positions as well as turnover related to retirements and resignations during this time period.

Per the updated MSDE guidance issued March 7, 2023, the COLAs applied to teacher scales for each year are as follows:

- FY2020: 3.05%
- FY2021: 0.00%
- FY2022: 1.50%
- FY2023: 5.00%
- FY2024: Currently in active negotiations

In FY2020 FCPS completed the fourth year of a four-year new teacher salary scale transition. The FY2020 salary increase averaged 4.96% of which 3.05% was an average COLA to the scale. The related Teacher Salary Incentive Grant Program Certification Statement for FY2020 is attached as a linked artifact verifying this transition breakdown.

With the FY2020 transition amount of 3.05% and the COLAs in FY2022 and FY2023, staff believes the 10% requirement has been met. But even without this transition year, the combined COLAs of FY2022 and FY2023 would mean only a 3.5% COLA would be needed in FY2024 to meet the 10% requirement. At the time of this plan submission, a minimum of a 3.5% COLA is anticipated for FY2024.

 Linked Artifacts:

Pillar 2_Q53_A_FY18 10-Month Teacher Pay Scale

Pillar 2_Q53_B_FY19 10-Month Teacher Pay Scale

Pillar 2_Q53_C_FY20 10-Month Teacher Pay Scale

Pillar 2_Q53_D_FY21 10-Month Teacher Pay Scale

Pillar 2_Q53_E_FY22 10-Month Teacher Pay Scale

Pillar 2_Q53_F_FY23 10-Month Teacher Pay Scale

Pillar 2_Q53_G_FCTA Contract Addendum FY2020

Pillar 2_Q53_H_FCTA Contract FY2022 - FY2024

Pillar 2_Q53_I_Teacher Incentive Grant Certification Statement FY2020

2.5.5: Implement minimum $60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of $60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

The current starting salary for a new teacher with a Bachelor's degree as of March 15, 2023 is $51,780. The Frederick County Board of Education and the Frederick County Teachers Association are currently negotiating the FY2024 teacher contract including salary adjustments. They are aware of the Blueprint requirement of a starting salary of $60,000 by July 1, 2026 and are including Cost of Living Adjustments (COLAs) as part of the discussions related to salary increases to raise the salary scales. An average 4% COLA is needed for the next four years of negotiations (FY24-FY27) to reach a beginning salary of $60,575 by July 1, 2026. With no unforeseen change in funding growth, we anticipate that a minimum average 4% COLA is achievable over this time frame. Negotiations involving average COLAs above this amount as well as adjustments to steps on the scale could also assist to reach this goal more rapidly.

Linked Artifacts:

Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

N/A

Linked Artifacts:

Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Frederick County Teachers Association	Members of Pillar 2 Career Ladder Subcommittee • Make recommendations relative to negotiable items • Collective bargaining regarding negotiable aspects of Blueprint and career ladder, e.g., ladder structure, definition of "pursuing" for master's degree, compensation, etc.	Approximately every 2 weeks
Frederick County Administrative & Supervisory Association	Collective bargaining regarding negotiable aspects of Blueprint and career ladder	Ongoing

Higher Education Partners	Discussions regarding Blueprint and career ladder and impact on their institutions	Ongoing
Deans for Impact	Establish an educator preparation pipeline with Hood College	Ongoing
National Board for Professional Teaching Standards	Guidance and discussion relative to National Board Certification	Monthly
Maryland Negotiation Services	Collaboration with other LEA chief negotiators regarding negotiable aspects of the Blueprint and career ladder	Monthly
Public School Superintendents' Association of Maryland	Collaboration with other LEA superintendents regarding negotiable aspects of the Blueprint and career ladder	Monthly
Maryland Association of Boards of Education (MABE)	Collaborate with MABE staff, including the Green Street Coalition, regarding the negotiable aspects of the Blueprint and career ladder	Monthly

Linked Artifacts:

Pillar 2_Q56_A_Career Ladder/Staffing Blueprint Committee

Pillar 2_Q56_B_Career Ladder Questions Problems Proposals

Pillar 2_Q56_C_FCPS Draft Career Ladder #1

Pillar 2_Q56_D_Career Ladder Proposed Draft #2

Pillar 2_Q56_E_FCPS Career Ladder Proposed Draft #3

Pillar 3: College and Career Readiness

LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Literacy Plan for English Language Arts

57. **Comprehensive Literacy Plan**: Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college–level credit–bearing course work upon graduation, including:
    - All pre-kindergarten students demonstrating readiness for kindergarten,
    - All third graders reading proficiently by the end of third grade, and
    - Continued support for struggling readers in grades 4-12?

    If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

Frederick County Public Schools (FCPS) has developed a comprehensive elementary literacy plan aligned to the Science of Reading (SoR) that is focused on ensuring that every student, regardless of racial/ethnic, socioeconomic, or service group, masters literacy skills and learns to read successfully by Grade 3. See "Our Story with Science of Reading" (Linked Artifact) for background on how and when the initial plan was developed. Literacy educators receive ongoing professional learning and support to ensure that instruction is systematic and explicit, while utilizing high-quality, content-rich materials.

Beyond Grade 3, the FCPS literacy plan focuses on continuing to develop strong readers and writers, while also supporting struggling readers through supplemental instruction, the Multi-Tiered System of Supports (MTSS), and evidence-based intervention, which is continually adjusted based on progress monitoring at every grade level. The FCPS literacy plan, which has emphasized SoR since before the pandemic, is organized around the following framework:

- **Kindergarten Readiness**: Expansion of Pre-K and early literacy, professional learning in Science of Reading for Pre-K teachers and aligned Foundational Skills program (Launchpad, Really Great Reading).
- **Curriculum**: Adoption of high-quality, content-rich curriculum materials aligned to Science of Reading in grades K-5
- **Assessment**: Kindergarten Readiness Assessment, universal screeners (DIBELS) and diagnostics (iReady) at each grade level, and local benchmark assessments that identify students who are on track for college and career readiness and those that need supplemental instruction and intervention
- **Supplemental Instruction and Intervention**: Supplemental instruction for every identified student (Ready to Read Act) and implementation of MTSS and use of evidence-based, structured literacy interventions (Orton Gillingham Plus, Language Foundations) for every struggling reader.
- **Professional Learning in the Science of Reading and Evidenced Based Practices:** Ongoing expansion of Language Essentials for Teachers of Reading and Spelling (LETRS) training offered for all Pre-K and elementary teachers, professional learning around high quality instructional materials, and job-embedded professional learning through the Accelerated Learning Process (ALP) and instructional coaching (literacy specialists in every school)

Moving forward, FCPS will build upon the initial plan with Science of Reading, collaborate with stakeholders, and consolidate with secondary literacy efforts to finalize a comprehensive Pre-K-12 literacy plan document for the 2023-24 school year.

Linked Artifacts:

Pillar 3_Q57_Our Story with Science of Reading

58. Vision, Mission, and Goals for Literacy: Describe the district's vision, mission, and goals for literacy in English language arts.

FCPS Goal 1 states that FCPS will equip each and every student to be an empowered learner and engaged citizen to achieve a positive impact in the local and global community. The FCPS literacy vision aligns to this goal and underscores our commitment to transforming reading instruction based on the Science of Reading. In 2019, FCPS leaders created a new vision for literacy through an equity lens:

> **FCPS Literacy Vision**: *To ensure that ALL students are able to read and write, Frederick County Public Schools will provide evidence-based, developmentally-appropriate, comprehensive literacy instruction. In our commitment to eliminate the achievement gap, FCPS will apply research to practice so all students access content, experience social-emotional well-being, and achieve academic success through proficient reading and writing.*

Systemic goals are measured through key performance indicators in the FCPS Strategic Plan, which include disaggregated reporting on:
- Percent of students "on track" in 9th grade
- Percent of students meeting CCR requirements
- Percent of students in grades 3-8 scoring proficient and distinguished in each student group on MCAP in reading

In addition, local school improvement plans focus on annual goals with MCAP and iReady Diagnostics at the beginning, middle, and end of year. Progress monitoring occurs throughout the year using evidence of learning from diagnostic assessments, local benchmark assessments, and other local measures.

Linked Artifacts: Pillar 3_Q58_FCPS Literacy Vision

59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	7%	38%	50%	5%	6%	35%	53%	6%	5%	31%	57%	7%
M	9%	42%	46%	4%	8%	39%	49%	5%	7%	35%	53%	6%
F	6%	34%	53%	7%	5%	31%	56%	8%	4%	27%	60%	9%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	15%	55%	28%	2%	9%	36%	47%	8%	3%	18%	65%	14%
EL	19%	57%	24%	0%	18%	55%	26%	1%	17%	52%	29%	2%
SE	20%	62%	18%	0%	18%	57%	23%	2%	17%	52%	28%	3%

Column Headers	Row Headers	
1 = Beginning Learner	All = All Students	ED = Economically Disadvantaged
2 = Developing Learner	F = Female	EL = English Learner
3 = Proficient Learner	M = Male	SE = Special Education
4 = Distinguished Learner	NB = Nonbinary	

Table 2: 3rd Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	7%	38%	50%	5%	6%	35%	53%	6%	5%	31%	57%	7%
AI	14%	57%	29%	0%	14%	56%	31%	1%	13%	54%	32%	1%
A	2%	22%	65%	12%	3%	25%	62%	11%	4%	28%	59%	10%
B	10%	45%	41%	3%	9%	43%	43%	4%	8%	40%	46%	5%
H	12%	49%	37%	2%	10%	43%	43%	4%	8%	37%	49%	6%
NH	0%	50%	50%	0%	0%	47%	52%	1%	1%	44%	54%	1%
2+	7%	43%	43%	6%	4%	33%	53%	9%	0%	22%	64%	13%
W	6%	34%	55%	6%	4%	29%	60%	8%	3%	25%	64%	9%

Column Headers	Row Headers	
1 = Beginning Learner	All = All Students	H = Hispanic / Latino
2 = Developing Learner	AI = American Indian / Alaska Native	NH = Native Hawaiian / Pacific Islander
3 = Proficient Learner	A = Asian	2+ = Two or More
4 = Distinguished Learner	B = Black / African American	W = White

59. College and Career Readiness in English Language Arts – Achievement Projections

Table 3: 6th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6%	40%	49%	5%	6%	39%	50%	5%	6%	39%	50%	5%
M	8%	45%	45%	2%	7%	42%	48%	3%	6%	39%	51%	4%
F	5%	35%	52%	8%	6%	37%	50%	7%	6%	38%	49%	7%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	17%	56%	26%	1%	16%	54%	28%	2%	15%	51%	31%	3%
EL	37%	61%	3%	0%	35%	55%	9%	2%	33%	49%	15%	4%
SE	25%	65%	10%	0%	23%	58%	17%	2%	20%	51%	24%	5%

Column Headers		Row Headers
1 = Beginning Learner	All = All Students	ED = Economically Disadvantaged
2 = Developing Learner	F = Female	EL = English Learner
3 = Proficient Learner	M = Male	SE = Special Education
4 = Distinguished Learner	NB = Nonbinary	

Table 4: 6th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6%	40%	49%	5%	6%	38%	50%	7%	6%	38%	50%	7%
AI	0%	38%	50%	13%	0%	36%	52%	14%	0%	34%	54%	14%
A	3%	22%	65%	10%	3%	22%	65%	10%	3%	21%	66%	10%
B	11%	47%	38%	4%	10%	45%	40%	5%	10%	44%	41%	5%
H	12%	54%	33%	1%	11%	51%	36%	2%	10%	47%	40%	3%
NH	25%	25%	25%	25%	25%	22%	27%	26%	26%	19%	29%	26%
2+	5%	39%	51%	4%	6%	43%	47%	3%	8%	47%	43%	1%
W	4%	36%	55%	5%	4%	37%	54%	5%	4%	37%	54%	5%

Column Headers		Row Headers
1 = Beginning Learner	All = All Students	H = Hispanic/Latino
2 = Developing Learner	AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
3 = Proficient Learner	A = Asian	2+ = Two or More
4 = Distinguished Learner	B = Black/African American	W = White

59. College and Career Readiness in English Language Arts – Achievement Projections

Table 5: 10th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	4%	22%	53%	21%	3%	20%	55%	22%	3%	18%	58%	23%
M	5%	25%	52%	17%	5%	24%	53%	17%	5%	24%	53%	17%
F	3%	18%	55%	24%	2%	16%	57%	25%	2%	14%	60%	26%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	12%	38%	46%	4%	11%	34%	50%	5%	9%	30%	54%	7%
EL	30%	59%	11%	0%	28%	54%	16%	0%	32%	49%	22%	2%
SE	19%	54%	24%	3%	19%	53%	25%	3%	18%	52%	26%	4%

Column Headers		Row Headers
1 = Beginning Learner	All = All Students	ED = Economically Disadvantaged
2 = Developing Learner	F = Female	EL = English Learner
3 = Proficient Learner	M = Male	SE = Special Education
4 = Distinguished Learner	NB = Nonbinary	

Table 6: 10th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	4%	22%	53%	21%	3%	19%	55%	24%	3%	17%	58%	25%
AI	0%	27%	64%	9%	10%	54%	37%	0%	19%	82%	9%	9%
A	0%	8%	50%	41%	0%	8%	50%	41%	0%	8%	50%	41%
B	7%	33%	50%	10%	6%	31%	52%	11%	6%	29%	55%	12%
H	9%	34%	45%	12%	8%	31%	48%	13%	7%	28%	51%	14%
NH	0%	11%	78%	11%	0%	10%	20%	0%	0%	70%	25%	5%
2+	5%	24%	46%	25%	4%	21%	49%	26%	3%	19%	51%	27%
W	2%	17%	58%	24%	1%	15%	60%	25%	1%	13%	63%	26%

Column Headers		Row Headers
1 = Beginning Learner	All = All Students	H = Hispanic/Latino
2 = Developing Learner	AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
3 = Proficient Learner	A = Asian	2+ = Two or More
4 = Distinguished Learner	B = Black/African American	W = White

Literacy Training and Professional Development

60. Identifying Training Needs: Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

FCPS maintains an array of systematic structures and processes to ensure that all teachers engage in ongoing professional learning aligned to SoR. Through various induction programs, FCPS also ensures focused support, structures, and processes are in place for teachers new to the profession or new to a position or grade level. These structures include:

- Systemic use of a professional learning platform (Unified Talent) to track and monitor all professional learning.
- Districtwide curriculum training for all elementary teachers for one day every August and January.
- Curriculum training for all new hires (new to profession and experienced) for three days pre-service (see Linked Artifact).
- Districtwide training for all teachers teaching new high-quality, content-rich comprehensive programs in 2022-23 (Grades 3-5) and in 2023-24 (Grades K-2).

Professional learning aligned to SoR began with school-based literacy leaders. In 2019, elementary literacy specialists in each school began their journey to learn about the Science of Reading through monthly in-person meetings led by the elementary English Language Arts Curriculum Specialist (LETRS Facilitator, Orton Gillingham Certified) and the Teacher Specialist for Elementary English Language Arts (LETRS Certified). In addition, many literacy specialists participated in Language Essentials for Teachers of Reading and Spelling (LETRS) professional learning. To date, 30 elementary literacy specialists have completed LETRS Volume 1 and Volume 2 and another 15 are currently enrolled, resulting in 86% of FCPS literacy specialists having or pursuing LETRS certification, despite the demands created by the pandemic.

Even when schools shifted to virtual instruction due to the pandemic, FCPS leadership ensured that all elementary teachers and leaders participated in a virtual introduction to SoR. This introductory professional learning set the stage for the system-wide implementation of the FCPS literacy vision (see Linked Artifact).

In 2019-2020, FCPS began offering LETRS training with both an MSDE credit track and a Hood College graduate credit track. By May 2020, 159 educators (Cohort 1) had completed the online LETRS, Volume 1, training. By the end of this school year, 23% of FCPS teachers will have completed LETRS Volume 1 and 19% will have completed the entire LETRS Volume 1 and 2 training. FCPS will continue to offer LETRS to its teachers in the coming years.

SoR professional learning for school leaders and early childhood educators began in the 2020-2021 school year (see Linked Artifact). The online LETRS for Administrators course was offered; 11 district and school-based administrators participated. In addition, online LETRS for Early Childhood Education was offered for the first time and 51 teachers and leaders participated. In 2021-2022, there were five participants in the LETRS for Administrators course and 34 participants in the LETRS for Early Childhood Education. FCPS will continue to offer LETRS for Administrators and LETRS for Early Childhood Education in the coming years.

Each year, central office leaders identify literacy specialists, classroom teachers, and interventionists new to their role and provide initial learning and ongoing support aligned to SoR and the related content they teach. literacy specialists in each building also provide ongoing training and support to new staff members or those in new positions or assignments. Appropriate existing staff and building leaders who

have not completed SoR training are invited to training throughout the year.

Interventionists assigned to teach structured literacy or foundational reading programs are required to complete a training in how to deliver the program that includes learning on SoR. Central leaders track the names of teachers who have completed the appropriate training for their role, and follow up as necessary as training is needed throughout the year. All secondary reading intervention providers and literacy specialists receive SoR training in order to ensure their instruction is aligned.

Linked Artifacts:

Pillar 3_Q60_A_RISE Induction

Pillar 3_Q60_B_Science of Reading Professional Learning

61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the "% Trained" number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy						
	2021-2022		**2022-2023**		**2023-2024**	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	53	75%	71	100%	75	100%
Kindergarten Teachers	147	75%	135	100%	150	100%
1st Grade Teachers	141	75%	149	100%	150	100%
2nd Grade Teachers	140	75%	143	100%	150	100%
3rd Grade Teachers	139	75%	139	100%	150	100%
Pre-K-3 Special Education Teachers	170	75%	172	100%	180	100%
Pre-K-3 ESOL Teachers	48	75%	51	100%	55	100%
Pre-K-3 Principals	38	100%	38	100%	38	100%
4-th Grade Teachers	300	75%	310	100%	320	100%
Secondary Intervention Teachers	130	75%	136	100%	149	100%

Trained – All teachers who have completed training, All = All teachers eligible for training.

Linked Artifacts:

62. Types of Training Provided: List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Literacy Specialists	K-5	Science of Reading	Initial	7	Pre-Service
Literacy Specialists	K-5	HMH Into Reading (Grades 3-5), TBD (Grades K-2)	Initial	7	Pre-Implementation
Teachers	K-5	Really Great Reading	Initial	3	Pre-Implementation
Teachers	Pre-K-2	Really Great Reading	Initial	3	Pre-Implementation
Teachers	Pre-K-2	Really Great Reading	Ongoing	3	Ongoing
Teachers	K-5	HMH Into Reading (Grades 3-5), TBD (Grades K-2)	Initial	3	Pre-Implementation
Teachers	K-5	HMH Into Reading (Grades 3-5), TBD (Grades K-2)	Ongoing	6	Just in Time
Principals	K-5	HMH Into Reading (Grades 3-5), TBD (Grades K-2)	Ongoing	3	Just in Time
Teachers	K-3	DIBELS	Initial	6	Ongoing
Teachers/Central Office Staff	K-3	Lectura	Initial	6	Ongoing
EL Teachers	K-12	EL Communities of Practice	Ongoing	~9 hrs/yr for Elem EL teachers	Ongoing
Secondary Intervention Providers and Literacy Specialists	6-12	Science of Reading	Initial	7	Ongoing
Intervention Providers	6-8	Read 180 Training	Initial	3.5	Pre-Service
Intervention Providers	9-12	Achieve 3000	Initial	3.5	Pre-Service
Intervention Providers	1-12	Really Great Reading	Initial	7	Just in Time
Intervention Providers	K-5	Program and Assessment Training	Initial	7	Pre-Service
Intervention Providers	K-12	Leader Intervention Teacher Fall Updates	Ongoing	3.5	Pre-Service
Intervention Providers	6-12	Lead Intervention Teacher MOY Assessment and Data Review	Ongoing	3.5	After MOY assessment window closes

Intervention Providers	K-1 2-12	Neuhaus (Intervention) Neuhaus (Remediation)	Initial	10	Pre-Implementation
Intervention Providers	2-12	Language Foundations	Initial	45	Pre-Implementation
Intervention Providers	2-12	Language Foundations	Ongoing	18+ hours	Ongoing
Intervention Providers	K-12	Bowman's Orton-Gillingham "Plus"	Initial	60	Pre-Implementation

Linked Artifacts:

63. **Fidelity of Implementation**: How does the school system assess participants' mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

The FCPS Department of Curriculum, Instruction, and Innovation (CII) is housed within the Division of Achievement, Curriculum, Transformation and Student Achievement, under the leadership of the deputy superintendent. Within this division, curriculum leaders work alongside instructional directors who supervise schools, directors and supervisors who lead assessment and intervention, coordinators who organize district-wide professional learning, and administrators who supervise other departments to align services to special education, English learner instruction, and advanced academics. This coordination within the same division sets the foundation for unified messaging, gathering observational and implementation data, and identifying needs for school support and continuous improvement.

Structures and processes to assess participants' mastery include various "Look For" documents that are used as an observation tool to assess implementation and identify school and teacher needs (see Linked Artifact).

FCPS has also formed an ELA Implementation Team, composed of district leaders, principals, teachers, and literacy specialists who gather data to help monitor fidelity of implementation, identify needs, and provide support to schools.

Principals engage in regular "Curriculum Connections" meetings with ELA leaders, to delve deeper into the look-for tools and provide support with classroom observations and monitoring for fidelity.

In addition, the FCPS Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through research and are noted for promoting student learning. This instrument was designed to support and enhance the professional growth of teachers as they continuously strive towards increased student achievement. When used with fidelity, the instrument offers a common language that promotes coaching conversations between teacher and evaluator, which results in increased teacher effectiveness. It shifts the traditional paradigm associated with teacher observation from evaluative to a coaching model that encompasses goal setting and individualized professional growth in the areas of planning, classroom management, instruction, and professionalism. These elements assure a comprehensive arrangement for professional learning.

Specific fidelity checks and stakeholder feedback also include:

- Teachers who participate in professional learning take a survey at the completion of each session to self-report their understanding of the content and set goals for implementation that are revisited at the following professional learning session.
- The English Learners (EL) and International Office created a bank of instructional resources that EL teachers use to provide supplemental instruction for language comprehension.

- The EL and International Office collaborates with the intervention and ELA teams to maintain updated decision-making tools (e.g., intervention flowcharts) for schools to use while making instructional decisions for multilingual students who may be at risk for reading difficulties. These processes are shared with schools and used to guide instructional decision-making.

To monitor the fidelity of FCPS reading interventions, the central intervention team monitors usage of digital products through online implementation management platforms. Additionally, all intervention programs are monitored for student growth using third party, valid, and reliable assessments. Gains analysis is completed on all intervention programs and data is shared with schools. When schools do not make the gains expected, coaching is provided to their literacy teams. Appropriate placement in interventions is monitored using program reporting alongside data analysis to ensure schools are making program placements based on central office team recommendations.

Formal classroom observations by curriculum specialists inform implementation and use of components of the Science of Reading in instruction for non-tenured and early career teachers.

Coaching and training by central office staff is available when teachers, specialists, or administrators reach out for intervention and support. Additional central office resources would be especially beneficial in providing more coaching and support, as well as managing fidelity of implementation.

Linked Artifacts:

Pillar 3_Q63_What to Look For-Example

64. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

The FCPS Accelerated Learning Process (ALP) is a systemic process for ongoing, job-embedded professional learning, educator collaboration, and the continuous, collective assessment of student learning with the specific goal of transforming teaching and learning. This process requires regular meetings that offer an opportunity for educators to reignite, reconnect, and revolutionize instruction by:

- Collaborating with colleagues weekly with a focus on accelerating student learning and caring for the whole learner
- Utilizing curriculum resources for planning, adjusting, and reflecting on instruction
- Sharing student work to determine misconceptions and evidence of learning
- Discussing ways to meet students' academic and social emotional needs
- Determining most effective instructional strategies based on research and evidence of learning
- Engaging in job-embedded professional learning that is relevant and directly applies to instructional practice

ALP is a flexible process in which teams of educators, Pre-K-12 (including general education teachers, special education teachers, EL teachers, specialists, and administrators) engage in ongoing collective inquiry with the goal of promoting achievement for all students. This agile process involves four components working in an integrated fashion: content knowledge, instructional design, evidence of learning, and student agency.

The ALP process facilitates job-embedded professional development that includes:

- Development of instructional strategies to help teachers meet the needs of individual students or groups of students
- Coaching of individual teachers to address instructional dilemmas and challenges
- Collaborative unit planning and unpacking of standards

- Lesson reflection
- Peer observations
- Modeling lessons

Recommended strategies for job embedded coaching include modeling, co-teaching and co-planning, as well as walk-throughs with opportunities for feedback and reflection. Administrators and curriculum specialists continue building the capacity of teacher leaders through modeling and professional development. Teachers work collaboratively to strengthen their instructional design while learning and growing together. Lastly, every elementary school has a dedicated Literacy Specialist who models and provides instructional coaching to support teacher growth on a regular basis.

Linked Artifacts:

Pillar 3_Q64_Accelerated Learning Process

65. **Organizational Structures and Support**: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

See our response to Question 64 regarding the Accelerated Learning Process and structured collaboration time for teachers.

A full-time Literacy Specialist is allocated to every school. The Literacy Specialists are not typically assigned as teachers of record and are charged with overall instructional leadership of the ELA program, including leadership of job-embedded professional learning and coaching aligned to SoR. Their responsibilities also include focused work on leading the Accelerated Learning Process job-embedded professional learning. Additionally, job responsibilities include SoR subject matter expertise, coaching, co-planning with identified teachers, modeling standards-based lessons and problem solving, curating data to build a school data profile, and executing professional learning related to content and pedagogical techniques.

Building level administrators, through observation and review of instructional practice, may position classroom teachers within specific grade level teams and within leadership positions. In this manner, the administrator is able to leverage the work of identified teachers through their interactions with grade level team members and leadership teams within the school.

Linked Artifacts:

High-Quality, Content-Rich Instructional Materials for English Language Arts

66. **Process for Selecting Materials**: Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

FCPS Regulation 500-38, *Textbook, Review, and Selection* (see Linked Artifact), governs the process for selection of instructional materials for use in ELA and all content areas. The regulation outlines specific processes that must be followed, which includes vetting by subject matter experts and review of external ratings (Ed Reports), a formalized review committee, stakeholder input, public review, and specific criteria that includes cultural relevance. The process includes:

- Selecting committee members
- Scheduling of review meetings
- Orienting committee members to the review process and selection criteria
- Coordinating vendor presentations
- Gathering any necessary material for the review process
- Documenting relevant discussion
- Recommending a textbook based on committee feedback
- Submitting the textbook materials for public review to the Supervisor of Media Services
- Responding to public comment on the textbook during and after the display period
- Public and digital display of materials
- Feedback form to collect data from the community
- Approval of materials by the Board of Education

Selection of High-Quality Instructional Materials for Elementary ELA: As FCPS planned the review of internal instructional materials per FCPS Regulation 500-38, staff consulted several resources to determine the criteria to ensure that evidence-based practices were informed by SoR (see Linked Artifact) and foundational to the vision for ELA instruction. Additional criteria included, but were not limited to:

- Knowledge and vocabulary built through high-quality, content-based text
- Integrated oral and written language
- Explicit, systematic, and cumulative instruction in reading foundational skills including phonological awareness and phonics
- Application of reading foundational skills through the use of decodable text for students learning the alphabetic principle

Staff consulted external ratings on EdReports for the initial vetting of materials, while also understanding that CCSS text complexity grade bands do not apply to kindergarten and grade 1 text, based on the EdReports rating system.

In addition to EdReports, staff used the Grade-Level Instructional Materials Evaluation Tool-Quality Review developed in partnership with Achieve the Core, the Council of Chief State School Officers, and the Council of Great City Schools to inform the review. FCPS also consulted the EQuIP (Educators Evaluating the Quality of Instructional Products) Resources for grades 3-5 and The Reading League's evaluation tool for grades K-2 in developing FCPS rubrics for the local evaluation process.

Linked Artifacts:

Pillar 3_Q66_A_FCPS Regulation 500-38, Textbook Review and Selection

Pillar 3_Q66_B_Science of Reading Defining Guide

Pillar 3_Q66_C_The Reading League's Curriculum Evaluation Tool

Pillar 3_Q66_D_FCPS K-2 ELA Program Review Tool

Pillar 3_Q66_E_FCPS Grades 3-5 ELA Program Review Tool

67. **High-Quality and Content-Rich:** Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional

materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

Elementary Language Arts vetted resources through the committee structure described in Question 66. The resources that were vetted are aligned to SoR, highly rated by Ed Reports, and approved as Maryland Leads partners by MSDE. Specific SoR criteria are described above in Question 66.

FCPS has also formed an ELA Implementation Team, composed of district leaders, principals, teachers, and literacy specialists who gathered data to help monitor fidelity of implementation, identify needs, and provide support to schools.

FCPS ensures reading intervention materials and programs are available to support all areas aligned to SoR by vetting all materials prior to purchase and distribution. When considering the need for a new program or new materials, the reading intervention teacher specialist meets with the vendor to extensively review materials and identify how they meet SoR criteria. Additionally, resources are reviewed to ensure the program is research validated, including white paper studies provided by the vendor as well as the U.S. Department of Education's *What Works Clearinghouse*. If the materials meet these standards, stakeholders from multiple groups are invited to review the materials to ensure they align to FCPS' Multi-Tiered System of Supports and meet the needs of our struggling learners. Finally, a field test is typically employed with groups of students to ensure the materials will support student reading growth.

Linked Artifacts:

68. **Culturally Responsive**: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

The FCPS commitment to equity is embedded in the district's strategic plan, school improvement efforts, curriculum and instruction, and human resource practices. This commitment and focus on culturally responsive instruction is codified in the FCPS Achievement and Equity Team.

FCPS Regulation 500-38, *Textbook, Review, and Selection* (see Question 66), outlines specific criteria for review and selection and requires representation from the FCPS Equity Team on review committees. Specific criteria as outlined in the regulation and evaluation rubrics include:

- "Reflection of cultural and racial diversity, and include a range of perspectives and experiences, particularly those of historically underrepresented groups of color."
- "Support opportunities for cross-cultural and cross-racial interactions to foster respect for cultural and racial diversity."
- "Are free from stereotypes related to individuals' actual or perceived personal characteristics Alignment with the content and sequence of the curriculum."
- Having an evidence base, when available
- Engaging students and inclusion of supplemental materials for students
- Having adequate guides and support material for teachers, including any professional learning materials
- Having resources to assist teachers in supporting a variety of learners
- Developmental appropriateness of vocabulary, images, language, and topics for students at the intended grade(s)

- Supplemental technology materials with viable data integrations and appropriate privacy policies
- Alignment with the content and sequence of the curriculum

Selection committees also use professional judgment, recommendations from personnel in other districts, and suggestions from teachers, administrators, parents and community members as appropriate when reviewing for culturally-responsive selection criteria.

In cases in which materials do not meet district expectations for cultural responsiveness, actions include:

- Consultation with FCPS Equity Team and external experts
- Development of supplemental materials by FCPS summer curriculum writing teams
- Feedback to curriculum publishers with deliverables for ongoing improvement
- Discontinuation of use

The work to ensure the selection of culturally responsive materials will be paired with a plan for training, monitoring, and supervising staff to build their capacity to become more culturally responsive in attitudes, beliefs, and behavior to ensure the maximum positive yield for students and work to eliminate the gap in achievement among and across student groups.

Linked Artifacts:

69. **Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction)**: What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Reading intervention materials are selected by a cross-departmental review team. Programs are often field tested in a few strategically selected locations prior to systemic implementation. The central review team gathers survey data from students, teachers, literacy specialists, administrators, special educators, and EL teachers to guide or adjust systemic implementation. Site visits to other districts implementing the product, as well as site visits to our schools doing field tests, help provide feedback for successful implementation. Student achievement data within the intervention program and within the core content classes are gathered and analyzed to determine effectiveness. Structure, pacing, content, sequencing, and supplemental resources and strategies within the program are carefully analyzed to determine if the program will meet the needs of the students identified for support.

Linked Artifacts:

70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Comprehensive program to be approved by the Frederick County Board of Education in spring 2023. Selecting from approved MSDE partners according to Maryland Leads.	To Be Determined	K-2	1	Scheduled for implementation 2023-24
Into Reading	Houghton Mifflin Harcourt	3-5	1	Implementing 2022-23
Reading Readiness	Neuhaus	K-2	3	Began 2021
Launchpad, Countdown, Blast, HD Word, HD Word Plus, Phonics Boost	Really Great Reading	PreK-12	Tiers 1-3	Began 2018
Exploring Reading	Teacher Created Materials	3-5	2	Levels 4-5 began 2019, level 3 implemented 2022
Read 180 Universal	Houghton Mifflin Harcourt	6-8	2	Began implementation fall 2018
Achieve 3000	McGraw Hill	9-10	2	Began implementation fall 2018
Language Foundations	Reading Roadway	2-12	3	Began spring 2018
Bowman's Orton-Gillingham "Plus"	BES Publications	1-12	3	Began implementation fall 2020
Sounds in Syllables	SIS Publishing Co.	2-12	3	Began fall 2018

71. **Materials-Specific Professional Development and Support**: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

See our responses to Questions 62, 64, and 65.

All teachers engage in materials-specific professional learning prior to implementation and ongoing throughout the life of implementation over multiple years. This includes:

- Onboarding with literacy specialists for several months prior to implementation
- Required districtwide training for all teachers implementing a newly adopted program
- Six hour "just in time" Support Pathways for all teachers implementing a newly adopted program
- Monthly meetings with literacy specialists and curriculum vendor/partner
- Job-embedded, ongoing curriculum study and collaborative planning through ALP to help teachers continue to develop proficiency and to help onboard new teachers for effective use of instructional materials.
- On-demand professional learning available through in-house modules (i.e., Ignite) and on-demand modules available through curriculum providers, to ensure that ongoing professional learning continues beyond the original rollout.
- Ongoing professional learning with literacy specialists at least four times per year
- "Refresher" professional learning every August and January for all teachers

Linked Artifacts:

Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in English Language Arts

72. **Systems and Structures for Progress Monitoring**: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

FCPS utilizes a series of systems and structures to facilitate collaborative analysis of and response to student progress at each grade level. Classroom teachers participate in the Accelerated Learning Process (see Question 64) weekly to analyze student work and evidence of learning, as well as collaboratively plan the instructional response using common formative assessment to measure student progress towards instructional outcomes. The Accelerated Learning Process is designed to support ongoing, on-demand, job-embedded professional learning as colleagues, coaches, and administrators respond to teacher learning needs in order to meet student learning needs.

Teams use data from our universal screeners and progress monitoring tools, student work samples, district-created formative assessments, and third-party, norm-referenced, adaptive assessments to triangulate the

data and use it to guide the instructional response. The local assessment calendars for each grade level provide a schedule for ongoing assessment and progress monitoring.

In addition to job-embedded professional learning though the Accelerated Learning Process, our system-directed collaborative planning process, the following ongoing professional learning opportunities support administrators and school leaders in implementing effective progress monitoring:

- Monthly literacy and math specialist professional learning meetings
- Quarterly professional learning with principals, assistant principals, and central office leaders
- Virtual professional learning opportunities for data analysis for principals, assistant principals, instructional specialists, local assessment coordinators, school improvement chairs, etc.

Additionally, a core team is established at each school to monitor student progress and adjust student supports offered within FCPS' Multi-Tiered System of Supports (MTSS) framework. This response to intervention model is collaborative, including school administrators, literacy and/or math specialists, special educators, EL teachers, interventionists, and classroom teachers. The core team convenes in an ongoing manner to analyze progress monitoring data and adjust placement and programming within the MTSS.

At the school level, school improvement teams set goals and establish evidence-informed strategies to ensure that each student is successful. At a minimum of four times a year, school improvement teams meet to review student progress and adjust the plan based on student achievement data.

At the central level, systemic ALP meetings are held quarterly, where district instructional leaders analyze data, monitor progress, and mobilize support needed for individual schools.

Linked Artifacts:

73. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Pre-K	Foundational Skills Assessment	Diagostic Formative	3 times per year	Assessment of basic literacy skills including instructional vocabulary, phonological and phonemic awareness, letter naming, sound-symbol correspondences, and concepts of print
Pre-K	Writing Samples	Diagnostic Formative	3 times per year	Identify individual student needs in literacy (encoding)
K (census)	KRA	Diagnostic	1 time per year	Identify individual student needs in language and literacy
K-3 (census)	DIBELS	Diagnostic	3 times per year	Identify individual student needs in literacy (elementary reading screener)
K-3 (students below or well below benchmark)	DIBELS (progress monitoring)	Formative	Every 3 weeks	Progress monitoring, adjustment within multi-tiered system of supports
4-5 (census)	DIBELS ORF (Oral Reading Fluency)	Diagnostic	2 times per year	Identify individual student needs in literacy (elementary reading screener)

4-5 (select students)	DIBELS ORF	Formative	Varies	Progress monitoring, adjustment within multi-tiered system of supports
K-2	Writing Sample	Formative, Diagnostic	3 times per year	Inform instructional focus in writing foundational skills
3 - 5	Module Assessments	Formative, Summative	2 times per year	Formative assessment within course; summative assessment of level of mastery of grade level ELA standards; progress monitoring for school improvement
1-8 (census)	i-Ready Reading	Diagnostic	3 times per year	Identify individual student needs in literacy (middle school reading screener); progress monitoring for core instruction and interventions
10 (census) 9, 11, 12 (select students)	i-Ready Reading	Diagnostic	1+ times per year	Identify individual student needs in literacy (high school reading screener); progress monitoring for core instruction and interventions
2, 5	CogAT	Diagnostic	1 time per year	Measure student potential for learning and problem-solving skills; identify areas of strength (quantitative, verbal, figural)
6-12 (students in structured literacy interventions)	DIBELS ORF	Formative	3 times per year	Progress monitoring, adjustment within multi-tiered system of supports
1 - 12 (students in structured literacy interventions)	Quick Phonics Survey (QPS)	Formative	3 times per year	Progress monitoring, adjustment within multi-tiered system of supports
6-10 (census)	ELA Performance Tasks	Formative, Summative	3 times per year	Formative assessment within course, progress monitoring for school improvement
2-12	Really Great Reading Decoding Surveys	Diagnostic	For placement: as needed For progress monitoring: 3 times per year	Identify student decoding level and placement into Really Great Reading Interventions
6-8 (students enrolled in Read 180 intervention)	Reading Inventory	Formative	3-5 times per year	Formative assessment within the Read 180 program that places students in a level for independent work and provides progress monitoring data
9-10 (students enrolled in year long ELA 9 or 10 and Achieve 3000 intervention)	Level Set	Formative	3 times per year	Formative assessment within the Achieve 3000 program that places students in a level for independent work and provides progress monitoring data
3-8; High school students enrolled in English 10	MCAP: English Language Arts	Summative	1 time per year English 10 is given each semester	Summative ESSA assessment measuring proficiency with grade level ELA standards, HS courses are also for CCR requirement and graduation participation requirement

Linked Artifacts:

Pillar 3_Q73_A_Local Assessment Schedule – Elementary School (SY22-23)

Pillar 3_Q73_B_Local Assessment Schedule – Middle School (SY22-23)

Pillar 3_Q73_C_Local Assessment Schedule – High School (SY22-23)

74. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Measure	Rationale	Grade Level(s)
See our response to Question 73 for measures used to determine literacy needs and Question 75 for artifacts illustrating the response within our Multi-Tiered System of Supports for literacy.		

Linked Artifacts:

Intervention in English Language Arts

Blueprint Requirement (MD Code, Educ §5-226)

Blueprint Requirement (MD Code, Educ §7-205.1)

75. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:
- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

Elementary (Pre-K-5)
Students of concern are discussed among the school-based core literacy team. The team members may include, but are not limited to, the literacy specialist, classroom teacher, administrator, special education teacher, EL teacher, and interventionist. Based on a collection of multiple data points (diagnostic, formal, and informal), the student's needs are analyzed and an appropriate program is selected. A placement flowchart (see Linked Artifact) is used to determine appropriate placement, duration, and environment. Upon

completion of the program, student data is analyzed to determine if additional programming is necessary or if the student is ready to exit intervention. Effectiveness of interventions are determined based on student progress correlating to grade level peers, as well as performance on program and screening assessments. Partnership with parents/guardians is a core component of the multi-tiered system of support. Core teams may gather additional information from families and will discuss program placement, progress, and program adjustment, as needed.

The following is an example of how the flowcharts linked below as artifacts are used to determine the most appropriate placement within the FCPS Multi-Tiered System of Supports.

Student A is in third grade. The core literacy team has determined that this student may need a reading intervention. The school uses assessment data to move through the placement flowchart as follows:

- Student scores in the "3 or more grade levels below" performance band on a computer adaptive assessment.
- Student scores a 78% accuracy on the DIBELS Oral Reading Fluency Assessment, placing them in the "well below benchmark" band.
- Student is given a foundational skills diagnostic assessment as follow up. The assessment indicates that the student's need falls in the "significant decoding deficit" band, as their needs begin with initial letter-sound correspondence.
- The student is then placed in an intensive, Orton-Gillingham style structured literacy program with a goal of completion within 3-5 years.

Linked Artifacts:

Pillar 3_Q75_A_K Intervention Placement Flowchart

Pillar 3_Q75_B_Grade 1 Intervention Placement Flowchart

Pillar 3_Q75_C_Grade 2 Intervention Placement Flowchart

Pillar 3_Q75_D_Grades 3-5 Intervention Placement Flowchart

Middle School (6-8)

Students of concern are discussed among the school-based core literacy team. The team members may include, but are not limited to, the literacy specialist, classroom teacher, administrator, special education teacher, EL teacher, and interventionist. Based on a collection of multiple data points (diagnostic, formal, and informal), the student's needs are analyzed and an appropriate program is selected. A placement flowchart (see Linked Artifacts) is used to determine appropriate placement, duration, and environment. Upon completion of the program, student data is analyzed to determine if additional programming is necessary or if the student is ready to exit intervention (see placement document). Effectiveness of interventions are determined based on student progress correlating to grade level peers, as well as performance on program and screening assessments. Partnership with parents/guardians is a core component of the multi-tiered system of support. Core teams may gather additional information from families and will discuss program placement, progress, and program adjustment, as needed.

The following is an example of how the flowchart linked below as an artifact is used to determine the most appropriate placement within the FCPS Multi-Tiered System of Supports.

Student B is in seventh grade. The core literacy team has determined that this student may need a reading intervention. The school uses assessment data to move through the placement flowchart as follows:

- Student scores in the "3 or more grade levels below" performance band on a computer adaptive assessment.

- Student scores a 97% accuracy on the DIBELS Oral Reading Fluency Assessment, placing them in the "meets benchmark" band.
- Because this student is fluent with a grade level text, but scoring well below grade level on the computer adaptive assessment, the student will be placed in a reading comprehension and writing intervention with a goal of completion within one to two years.

Linked Artifacts:

Pillar 3_Q75_E_Secondary Intervention Placement Flowchart

High School (9-12)

Students of concern are discussed among the school-based core literacy team. The team members may include, but are not limited to, the literacy specialist, classroom teacher, administrator, special education teacher, EL teacher, and interventionist. Based on a collection of multiple data points (diagnostic, formal, and informal), the student's needs are analyzed and an appropriate program is selected. A placement flowchart (see Linked Artifacts) is used to determine appropriate placement, duration, and environment. Upon completion of the program, student data is analyzed to determine if additional programming is necessary or if the student is ready to exit intervention (see placement document). Effectiveness of interventions are determined based on student progress correlating to grade level peers, as well as performance on program and screening assessments. Partnership with parents/guardians is a core component of the multi-tiered system of support. Core teams may gather additional information from families and will discuss program placement, progress, and program adjustment, as needed.

The following is an example of how the flowchart linked below as an artifact is used to determine the most appropriate placement within the FCPS Multi-Tiered System of Supports.

Student C is in tenth grade. The core literacy team has determined that this student may need a reading intervention. The school uses assessment data to move through the placement flowchart as follows:

- Student scores in the "3 or more grade levels below" performance band on a computer adaptive assessment.
- Student scores a 90% accuracy on the DIBELS Oral Reading Fluency Assessment, placing them in the "below benchmark" band.
- Student is given a foundational skills diagnostic assessment to follow up. The assessment indicates that the student's area of need is focused in advanced phonics skills, placing them as having a "mild decoding deficit".
- The student is then placed in an accelerated structured literacy program with a focus on advanced foundational skills. The student should complete this program within one school year.

Linked Artifacts:

Pillar 3_Q75_E_Secondary Intervention Placement Flowchart

76. **Structures and Support for Intervention**: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?
   Considerations should include, but are not limited to, the following:
   - A framework for intervention that includes evidence-based, high-yield strategies
   - Staffing such as campus-based instructional coaches, intervention teachers, etc.
   - Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
   - Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

The FCPS Multi-Tiered System of Supports (MTSS) is a problem-solving process that includes providing systematic, research-validated instruction, and interventions to struggling learners. The FCPS MTSS framework incorporates increasing intensities of student support based upon measured student need as identified by diagnostic and screening assessments. Depending on need, students may receive multiple tiers of intervention at one time.

As schools and core literacy teams identify students that require supplemental support and intervention beyond Tier 1, they may choose to implement one of the available Research Validated Intervention Programs (RVIP) that FCPS offers, or may employ the use of an Individualized Intervention Plan (IIP). The core literacy team monitors progress and adjusts student support within the MTSS as needed.

Every school has at least one literacy specialist and one interventionist. On-going training is provided to these on-site instructors regarding programming and strategies. Centrally, resources necessary to support students within intervention programs are purchased and distributed based on need. At the elementary level, students receive Tier 2 or 3 intervention support during their reading block. See Question 77 regarding the use of Transitional Supplemental Instruction to support K-3.

At the secondary level, students are assigned to a course within their schedule. Middle and high schools have a 30-minute daily block of time that allows for targeted, high dosage tutoring to be provided to students during the school day.

Linked Artifacts:

Pillar 3_Q76_FCPS Multi-Tiered System of Supports (MTSS)

77. **High-Quality School Day Tutoring**: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

State and Local Fiscal Recovery Fund (SLFRF), Transitional Supplemental Instruction (K-3), and Tutoring and Supplemental Instruction (4-12) funding was used through FY 22 to provide schools with funds to offer tutoring to students. The majority of the funded tutoring opportunities were offered outside of the school day and transportation was available. Accelerated learning was the prioritized focus for tutoring time. Tutors (FCPS staff) identify prioritized skills in the core content areas to focus on.

During the school day most schools provide a block of time in the master schedule for teachers to provide students the opportunity to:
- Participate in focused and differentiated small group tutoring
- Receive accelerated learning by reteaching pre-requisite skills to apply learning to on grade level content
- Improve skills in a specific area
- Receive enrichment or extension when mastery is demonstrated
- Receive social emotional learning support (for identified students only or for limited time only)

Blueprint (SLFRF) funding was used to fund positions at various elementary schools to allow for tutoring to occur during the school day with small groups of students, adhering to the ratio of 1:4. Staff provided transitional supplement instruction addressing academic deficits, as outlined and supported through Maryland House Bill 1300. Students were assessed during the year through norm-referenced, third party assessments. The measures were used to inform tutoring instruction and measure progress of students identified.

FCPS is in partnership with TutorMe. This online program is a 24-7 on demand tutoring program for our secondary students. This program provides one-on-one tutoring between highly trained tutors in hundreds of subjects for students who need extra help on assignments. This program also includes a writing lab. Students submit a writing assignment to TutorMe writing tutors and within 24 hours are returned recommendations for making their writing piece better. This could include grammar, punctuation, spelling, or vocabulary usage. FCPS has also partnered with the NAACP, Frederick County YMCA as well as the public library to promote the usage of TutorMe within their tutoring programs.

Perceptual surveys and local assessment measures were used to measure progress and effectiveness of all tutoring efforts.   We will also work toward a robust data collection process that allows us to note the extent to which the tutoring is utilized by race/ethnicity, service group, or grade level in order to further understand the return on investment of the TutorMe resource.

Linked Artifacts:

78. **Transitional Supplemental Instruction Aid**: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019 - 2020	Half-time positions allocated to 21 schools to provide high quality instruction to small groups of students (1:4) (i.e. 21 half-time teachers met with small groups of students to support reading and/or math)	Informal feedback from schools indicated that the additional support helped the students	Informal Feedback - upgraded tracking during the 2022-2023 school year will occur to provide evaluation data
2020 - 2021	Half-time positions allocated to 21 schools to provide high quality instruction to small groups of students (1:4) (i.e. 21 half-time teachers met with small groups of students to support reading and/or math)	Informal feedback from schools indicated that the additional support helped the students	Informal Feedback - upgraded tracking during the 2022-2023 school year will occur to provide evaluation data
2021 - 2022	Half-time positions allocated to 35 schools to provide high quality instruction to small groups of students (1:4) (i.e. 21 half-time teachers met with small groups of students to support reading and/or math)	Informal feedback from schools indicated that the additional support helped the students	Informal Feedback - upgraded tracking during the 2022-2023 school year will occur to provide evaluation data
2022 - 2023	Half-time positions allocated to 35 schools to provide high quality instruction to small groups of students (1:4) (i.e. 21 half-time teachers met with small groups of students to support reading and/or math)	Data will be available at the end of the school year.	i-Ready reading and math diagnostics administered three times during the year providing norm-referenced, third party, adaptive, diagnostic performance data.

Note: FCPS has examined both qualitative and quantitative data sources to demonstrate the impact of supplemental instruction aid. During the current school year, we began tagging students in order to examine the data that demonstrates how students who received services from TSI-funded teachers have been impacted.

79. **Underserved Student Groups**: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

FCPS seeks to guarantee equitable access to MTSS by requiring that placement be based on demonstrated need regardless of student group status (see Question 76 for more on MTSS). This means providing equitable access to advanced coursework and tiers of support, finding scheduling solutions to avoid tracking students, and providing opportunities for support outside the school day - such as afterschool tutoring options, online tutoring options, and summer programming. We aim to limit cognitive and language load for students gaining proficiency in English, utilizing strategies such as the Sheltered Instruction Observation Protocol (SIOP) to maximize instruction, and assessing students in their native language when possible to determine foundational reading needs. We offer multiple learning opportunities to build the capacity of members of the core literacy team to successfully implement systematic, structured, multisensory strategies to help all learners hone and build upon foundational skills.

FCPS works toward elimination of barriers for historically underserved student populations by ensuring that all students receive the services they need regardless of access to external advocacy. Another area of focus is ensuring appropriate placement in the school's MTSS based on demonstrated need, e.g., determining a clear path to literacy for students acquiring English that is based on the Science of Reading and evidence-based strategies for English Learners. We also continue to strengthen our Tier 1 supports to better serve students who may not have needs significant enough to warrant Tier 2 or 3 interventions but who have demonstrated skill gaps. Finally, we strive to educate our community on our research-informed literacy shifts and how families can support the development of literacy at home.

Linked Artifacts:

80. **Leveraging the Concentration of Poverty Grant in Intervention**: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

Concentration of Poverty grant resources were used to fund a Bilingual Education Program Specialist (see Linked Artifact). The bilingual program specialist helps bridge the curriculum resources for biliteracy skill development and instruction. The specialist provides coaching to teachers in best practices for bilingual education in literacy instruction, assists staff with using assessment data to drive instruction, uses assessment data to inform decisions, provides leadership and guidance in language acquisition, and supports students, parents, and staff by being a resource regarding the school's bilingual program. Work is focused on weaving together the approved, county resources with English and Spanish phonics and vocabulary development. The specialist also helps to provide solutions to academic concerns through an equity lens.

Concentration of Poverty grant resources were also used to fund an EL instructional assistant who supports students directly in the classroom with reading instruction, and to purchase bilingual classroom libraries. These libraries help promote biliteracy development and a culturally relevant love of reading that is accessible to the majority of our students who speak Spanish at home.

Linked Artifacts:

Pillar 3_Q80_Concentration of Poverty_Bilingual Education Program Specialist

81. **Family Engagement in Learning**: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

FCPS implements a strong MTSS framework that adheres to the five core components of MTSS (see Question 76): universal screening, tiers of intervention that can be amplified in response to student need, ongoing data collection and continual assessment, schoolwide approach to expectations and support, and parent involvement. The last component means that parents are partners with the school in making decisions about the support students receive, their progress, and any adjustments made to student services. Parents and guardians may be contacted via phone, email, written communication, and/or invitation to participate in a collaborative meeting to determine a response to student need. Progress is shared in a variety of ways, including personal communication with the classroom teacher, intervention teacher or literacy specialist; access to the online learning management system; and/or during conferences. Resources are provided to parents to help them understand student progress and support students with learning at home (e.g. websites with links to resources, performance letters and reports, etc.).

Linked Artifacts:

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Plan for Mathematics

82. Comprehensive Plan for Mathematics: Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college–level credit–bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

FCPS has an elementary mathematics vision and framework that is focused on high quality core mathematics instruction, assessment, professional learning, and tiers of student support. This framework is grounded in a belief that in order for students to become flexible mathematical thinkers, students need high-quality core instruction and, if necessary, intervention, through a multi-tiered system of supports. The FCPS focus is to build mathematicians who demonstrate procedural fluency, a productive math disposition, adaptive reasoning, conceptual understanding, and strategic competence. Additionally, FCPS works to equip teachers to maintain high expectations, create personalized learning environments, collaborate with other teachers within the school and the surrounding community, and encourage effective teaching by means of active inquiry and in-depth learning. The FCPS framework will be solidified with the adoption of comprehensive high-quality mathematics programs at the elementary and secondary levels in the 2023-24 school year.

In the development of the mathematics vision and framework, FCPS stakeholders identified key elements of high-quality mathematics instruction. These elements align with best practices to be implemented with fidelity across all elementary schools and are supported by a professional learning system for teachers and ongoing monitoring of implementation.

The FCPS mathematics framework is organized around:

- **Curriculum**: The adoption of high-quality content rich curriculum materials to serve as a primary resource.
- **Assessment:** Diagnostics (iReady BOY, MOY, EOY) at each grade level and districtwide benchmark assessments that identify students who are on track for college and career readiness and those that need supplemental instruction and intervention.
- **Supplemental Instruction and Intervention**: Supplemental instruction for every identified student and implementation of a multi-tiered system of supports; use of evidence-based, structured elementary math interventions; and Individual Instructional Plans for struggling students.
- **Professional Learning**: Professional learning for K-5 classroom teachers within the new primary resource (iReady Classroom), professional development around high-quality instructional

  materials, and job-embedded professional learning through the Accelerated Learning Process and instructional coaching, with math specialists in every school.

Moving forward, FCPS will build upon this mathematics framework, collaborate with stakeholders, and consolidate with secondary mathematics to finalize a comprehensive Pre-K-12 mathematics plan for the 2023-24 school year, in conjunction with the adoption of new mathematics programs.

Linked Artifacts:

83. Vision, Mission, and Goals for Mathematics: Describe the district's vision, mission, and goals for mathematics.

FCPS Goal 1 states that FCPS will equip each and every student to be an empowered learner and engaged citizen to achieve a positive impact in the local and global community. The FCPS mathematics vision and mission directly aligns to this goal.

> **FCPS Elementary Mathematics Mission**: *We work and learn together to build teacher capacity in content, strategies, and resources in order to engage students in distinguished learning experiences.*
> **FCPS Elementary Mathematics Vision:** *Students will leave FCPS elementary schools as confident, flexible mathematical thinkers who persevere, efficiently solve problems and successfully communicate their ideas.*

Systemic goals are measured through key performance indicators in the FCPS Strategic Plan, which include disaggregated reporting on:

- Percent of students "on track" in 9th grade
- Percent of students meeting CCR requirements
- Percent of students in grades 3-8 scoring proficient and distinguished in each student group on MCAP in math

In addition, local school improvement plans focus on annual goals with MCAP and the iReady Diagnostics beginning, middle, and end of year; these goals exist for both achievement and placement levels as well as growth. Progress monitoring throughout the year occurs using the following types of student evidence via criterion-referenced opportunities: Pre-K snapshot assessment, K-5 quarterly benchmarks, and unit-based formative tasks (e.g., Weekly Formative Tickets, Unit Assessments, Back at it Tickets, etc.).

Linked Artifacts:

84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	17%	34%	45%	4%	15%	29%	50%	6%	14%	25%	54%	7%
M	17%	34%	44%	5%	15%	29%	49%	7%	14%	25%	53%	8%
F	16%	34%	47%	4%	15%	31%	50%	5%	13%	26%	55%	7%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	37%	41%	22%	0%	38%	43%	19%	1%	33%	28%	34%	6%
EL	40%	44%	15%	1%	37%	34%	25%	4%	35%	29%	30%	6%
SE	46%	37%	17%	0%	43%	29%	25%	3%	41%	21%	33%	5%

Column Headers	Row Headers	
1 = Beginning Learner	All = All Students	ED = Economically Disadvantaged
2 = Developing Learner	F = Female	EL = English Learner
3 = Proficient Learner	M = Male	SE = Special Education
4 = Distinguished Learner	NB = Nonbinary	

Table 2: 3rd Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	17%	34%	45%	4%	15%	29%	50%	6%	14%	25%	54%	7%
AI	29%	43%	29%	0%	28%	42%	31%	6%	27%	40%	32%	6%
A	4%	19%	67%	10%	3%	16%	70%	11%	2%	13%	73%	12%
B	27%	39%	33%	1%	26%	35%	37%	2%	24%	31%	41%	4%
H	28%	40%	32%	0%	26%	33%	39%	2%	23%	26%	46%	5%
NH	0%	50%	50%	0%	0%	47%	52%	1%	1%	44%	54%	1%
2+	19%	35%	43%	4%	16%	26%	52%	7%	13%	17%	61%	10%
W	12%	32%	51%	5%	10%	26%	57%	7%	8%	20%	63%	9%

Column Headers	Row Headers	
1 = Beginning Learner	All = All Students	H = Hispanic / Latino
2 = Developing Learner	AI = American Indian / Alaska Native	NH = Native Hawaiian / Pacific Islander
3 = Proficient Learner	A = Asian	2+ = Two or More
4 = Distinguished Learner	B = Black / African American	W = White

84. College and Career Readiness in Mathematics – Achievement Projections

Table 3: 6th Grade Student Achievement in Mathematics by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	24%	54%	20%	2%	20%	43%	31%	6%	17%	32%	42%	9%
M	24%	53%	21%	3%	21%	43%	31%	6%	17%	33%	41%	10%
F	24%	54%	20%	2%	20%	43%	31%	6%	17%	32%	42%	9%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	51%	44%	5%	0%	47%	33%	16%	4%	44%	23%	26%	7%
EL	70%	29%	1%	0%	68%	22%	8%	2%	65%	15%	15%	5%
SE	52%	44%	4%	0%	49%	35%	13%	3%	46%	26%	22%	6%

Column Headers		Row Headers
1 = Beginning Learner	All = All Students	ED = Economically Disadvantaged
2 = Developing Learner	F = Female	EL = English Learner
3 = Proficient Learner	M = Male	SE = Special Education
4 = Distinguished Learner	NB = Nonbinary	

Table 4: 6th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	24%	54%	20%	2%	20%	42%	31%	8%	17%	31%	42%	11%
AI	25%	50%	13%	13%	25%	48%	15%	14%	25%	46%	18%	15%
A	9%	38%	40%	12%	6%	29%	49%	15%	3%	20%	58%	18%
B	38%	48%	13%	1%	35%	38%	23%	4%	32%	29%	32%	7%
H	38%	53%	9%	0%	35%	43%	19%	3%	32%	34%	28%	6%
NH	50%	25%	25%	0%	50%	22%	27%	1%	51%	19%	29%	1%
2+	25%	57%	16%	2%	23%	52%	21%	4%	22%	47%	26%	5%
W	16%	57%	24%	2%	12%	46%	35%	6%	9%	35%	46%	9%

Column Headers		Row Headers
1 = Beginning Learner	All = All Students	H = Hispanic/Latino
2 = Developing Learner	AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
3 = Proficient Learner	A = Asian	2+ = Two or More
4 = Distinguished Learner	B = Black/African American	W = White

84. College and Career Readiness in Mathematics – Achievement Projections

Table 5: 10th Grade Student Achievement in Mathematics by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	49%	46%	4%	0%	42%	25%	25%	7%	35%	5%	45%	14%
M	47%	49%	4%	0%	40%	28%	25%	7%	33%	8%	45%	14%
F	52%	43%	4%	1%	45%	23%	24%	8%	38%	2%	45%	15%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	50%	46%	4%	0%	45%	30%	20%	5%	39%	13%	37%	11%
EL	71%	28%	1%	0%	71%	28%	1%	0%	71%	29%	0%	0%
SE	*	*	*	*	57%	28%	11%	4%	54%	17%	22%	7%

* Suppressed due to small student count.

Column Headers	Row Headers	
1 = Beginning Learner	All = All Students	ED = Economically Disadvantaged
2 = Developing Learner	F = Female	EL = English Learner
3 = Proficient Learner	M = Male	SE = Special Education
4 = Distinguished Learner	NB = Nonbinary	

Table 6: 10th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	49%	46%	4%	0%	42%	24%	25%	9%	35%	4%	45%	16%
AI	33%	33%	33%	0%	33%	31%	35%	1%	33%	29%	37%	1%
A	13%	63%	13%	13%	5%	38%	38%	21%	0%	19%	62%	29%
B	*	*	*	*	50%	31%	14%	5%	45%	16%	29%	10%
H	*	*	*	*	45%	21%	25%	8%	22%	15%	48%	15%
NH	*	*	*	*	*	80%	20%	*	*	70%	25%	5%
2+	62%	23%	15%	0%	61%	19%	19%	1%	60%	16%	23%	3%
W	41%	52%	6%	0%	34%	31%	27%	7%	27%	10%	48%	14%

* Suppressed due to small student count.

Column Headers	Row Headers	
1 = Beginning Learner	All = All Students	H = Hispanic/Latino
2 = Developing Learner	AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
3 = Proficient Learner	A = Asian	2+ = Two or More
4 = Distinguished Learner	B = Black/African American	W = White

Mathematics Training and Professional Development

85. Identifying Training Needs: Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.

See our response to Question 60, which outlines a detailed analysis of identifying training needs specific to the science of reading. For mathematics, a similar trajectory has taken place with regard to mathematics standards, content, and pedagogy, beginning with school-based mathematics leaders (elementary math specialists) and ongoing professional learning for all mathematics teachers, including veteran teachers, those new to the profession, and those new to FCPS.

FCPS and the Elementary Math Curriculum office provide systemic level opportunities for teachers to engage in professional learning that is aligned to content, processes and practices.   The Math Teaching Practices (MTPs,) introduced in *Principles to Actions,* serve to provide the framework for instruction within the classroom. Additionally, the Standards of Mathematical Practice and process standards are outlined and defined along with content, reasoning, and modeling standards within the Maryland College and Career Readiness Standards for mathematics. Collegial and collaborative work and learning within the standards, practices, and student evidence serve as the focus for professional learning sessions.

FCPS maintains a professional learning model within systemic structures that ensure that all teachers engage in ongoing professional learning with mathematical content, instructional design, and assessment. Elementary math specialists meet each month for a full day of learning with a focus on using the Accelerating Learning Process. Classroom and instructional support teachers meet within each quarter to unpack content, reasoning, and modeling standards along with associated Standards for Mathematical Practice. The cycle continues throughout the school year as teams analyze student evidence and determine next steps within both core and intervention programming.

FCPS maintains an array of systematic structures and processes to ensure that all teachers engage in ongoing professional learning aligned to mathematics curriculum, instruction, and assessment. Additionally, systemic structures noted below include focused support for teachers new to the profession or new to a position or grade level.

- Systemic use of a professional learning platform (Unified Talent) to track and monitor all professional learning.
- Districtwide training for all elementary teachers for one day every August and January.
- Curriculum training for all new hires (new to the profession and new to FCPS) for three days pre-service.
- District-wide training for all teachers dependent on implementation of comprehensive programs.

Linked Artifacts:

86. **Types of Training Provided**: List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Elementary Math Specialists	K - 5	Accelerated Learning Process	ongoing	8 hours	Monthly
Classroom Teachers	Pre-K - 5	Accelerated Learning Process	ongoing	40 hours	Weekly
Elementary Principals	K - 5	Curriculum Connections	ongoing	3 hours	Annually
Elementary Math Interventionists/ Elementary Math Specialists	K-5	Elementary Math Intervention Overview	Initial	7 hours	Beginning of school year
Elementary Math Specialists	PK-5	Elementary Math Intervention	Ongoing	3 hours	Beginning of school year
English Learner Teachers	PK-5	Accelerated Learning Process	Ongoing	40 hours	Weekly
Special Education Teachers	PK-5	Accelerated Learning Process	Ongoing	40 hours	Weekly

Linked Artifacts:

87. Fidelity of Implementation: How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

See our response to Question 63. The FCPS Department of Curriculum, Instruction, and Innovation (CII) is housed within the Division of Achievement, Curriculum, Transformation and Student Achievement, under the leadership of the deputy superintendent. Within this division, curriculum leaders work alongside instructional directors who supervise schools, directors and supervisors who lead assessment and intervention, coordinators who organize district-wide professional learning, and administrators who supervise other departments to align services to special education, English learner instruction, and advanced academics. This coordination within the same division sets the foundation for unified messaging, gathering observational and implementation data, and identifying needs for school support and continuous improvement.

These structures and processes include a common "Look For" document that is used as an observation tool to assess implementation and identify school and teacher needs (see Linked Artifacts). Principals engage in regular "Curriculum Connections" meetings with mathematics curriculum leaders, to delve deeper into the look-for tools and provide support with classroom observations and monitoring for fidelity.

The Linked Artifact supports observations in elementary mathematics. In considering instruction during an observation or a walk-through, evidence of practice statements are aligned to the Framework for Teaching observational domain indicators. Formal classroom observations by curriculum specialists inform implementation and use of components of effective mathematics instruction for non-tenured and early career teachers.

Linked Artifacts:

Pillar 3_Q87_Elementary Math Observational Evidence

88. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

See our response to Question 64 regarding the Accelerated Learning Process, which is a systemic process for ongoing, job-embedded professional learning, educator collaboration, and the continuous, collective assessment of student learning with the specific goal of transforming teaching and learning.

Linked Artifacts:

89. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

Similar to our response in Question 65, a full-time mathematics specialist is allocated to every school. Some schools have two positions based on size and need. In these cases, the specialists are assigned a cluster of grade levels, e.g., K-2 or 3-5. The math specialist is charged with overall instructional leadership of the mathematics program including focused work on leading the Accelerated Learning Process and job-embedded professional learning as a top priority. The math specialist is typically not assigned as teacher of record. Other job responsibilities include coaching, co-planning with identified teachers, modeling standards-based lessons and problem solving, curating data to build a school data profile, executing professional learning related to content, and pedagogical techniques.

Building level administrators, through observation and review of instructional practice, may position classroom teachers within specific grade level teams and within leadership positions. In this manner, the administrator is able to leverage the work of identified teachers through their interactions with grade level team members and leadership teams within the school.

Linked Artifacts:

High-Quality, Content-Rich Instructional Materials for Mathematics

90. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

See our response to Question 66 regarding FCPS Regulation 500-38, *Textbook, Review, and Selection*, which governs the process for the selection of instructional materials for use in mathematics and all content areas. The regulation outlines specific processes that must be followed. This includes vetting by subject matter experts and review of external ratings (Ed Reports), a formalized review committee, stakeholder input, public review, and specific criteria that includes cultural relevance.

Linked Artifacts:

91. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed

Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

See our response to Question 90 and 66, which also applies to the selection of high quality content-rich mathematics materials.

Linked Artifacts:

92. **Culturally Responsive**: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

See our response to Question 68, which also applies to the selection of mathematics materials.

Linked Artifacts:

93. **Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction)**: What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Math intervention materials are selected by a cross-departmental review team. Programs are often field tested in a few strategically selected locations prior to systemic implementation. The centra officel review team gathers survey data from students, teachers, math specialists, administrators, special educators, and EL teachers to guide or adjust systemic implementation. Site visits to other districts implementing the product as well as site visits to our schools doing field tests help provide feedback for successful implementation. Student achievement data within the intervention program and within the core content classes are gathered and analyzed to determine effectiveness. Structure, pacing, content, sequencing, and supplemental resources and strategies within the program are carefully analyzed to determine if the program will meet the needs of the students identified for support.

Linked Artifacts:

94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Internally developed curriculum and resources aligned to standards and culturally responsive criteria.	FCPS	Pre- K	Tier 1-2	Implementing
iReady Diagnostic, Standards Mastery, Personalized Instruction	Curriculum Associates	K-5	Tier 1-2	Adopted and implementing
iReady Math Classroom (Core)	Curriculum Associates	3-5	Tier 1 Core	Scheduled for implementation 2023-24
iReady Math Classroom (Core)	Curriculum Associates	K-2	Tier 1 Core	Scheduled for implementation 2024-25
Math Navigator	Savvas	K-8	Tiers 2-3	Adopted and implementing
Do the Math	Heinemann	K-5	Tiers 2-3	Adopted and implementing
SRA Number Worlds Level C	McGraw Hill	K-1	Tiers 2-3	Adopted and implementing
Connecting Math Concepts	McGraw Hill	K-2	Tier 3	Adopted and implementing
Moving with Math	Math Teachers Press	5-8	Tiers 2-3	Adopted and implementing

Linked Artifacts:

95.   **Materials-Specific Professional Development and Support**: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

All teachers engage in materials-specific professional learning prior to implementation and ongoing throughout the life of implementation over multiple years. This includes:

- Onboarding math specialists for several months prior to implementation
- Required districtwide training for all teachers implementing a newly adopted program

- "Just in time" modules for all teachers implementing a newly adopted program
- Monthly meetings with mathematics specialists and curriculum vendor/partner
- Job-embedded, ongoing curriculum study and collaborative planning through ALP to help teachers further develop proficiency and to onboard new teachers for effective use of instructional materials. (see Question 64)
- To ensure that professional learning continues beyond the original rollout, we provide on-demand professional learning through in-house modules (i.e,.Ignite) and on-demand modules available through curriculum providers.
- Ongoing professional learning with mathematics specialists and the curriculum provider during monthly meetings.
- "Refresher" professional learning every August and January for all teachers

In addition, see our responses to Question 71, which also applies to mathematics, as well as to Questions 85, 86, and 88.

Linked Artifacts:

Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

96. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

See our responses to Question 7, which also apply to mathematics.

Linked Artifacts:

97. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Pre-K	Math Snapshots	Diagnostic Formative	Two times per year	Identify individual student needs in mathematics
K	KRA	Diagnostic	One time per year	Identify individual student needs in mathematics
K-5	Math Benchmarks	Formative, Summative	K-2: Four times per year 3-5: Three times per year	Formative assessment within course; summative assessment of level of mastery of grade level math standards; progress monitoring for school improvement

1-5	Math Unit Formatives	Formative	Throughout course	Formative assessment to inform instruction
2, 5	CogAT	Diagnostic	1 time per year	Measure student potential for learning and problem-solving skills; identify areas of strength (quantitative, verbal, figural)
1-8 (census)	i-Ready Math	Diagnostic, Formative	3 times per year	Identify individual student needs in math; progress monitoring for core instruction and intervention
9-12 (select populations)	i-Ready Math	Diagnostic, Formative	3 times per year	Identify individual student needs in math; progress monitoring for core instruction and intervention
6-8	Math Unit Assessments	Formative, Summative	8-10 times per year	Formative assessment within course; summative assessment of level of mastery of grade level math standards; progress monitoring for school improvement
6-8	ALEKS IKC	Diagnostic, Formative	2 times per year	Identify individual student needs in math; progress monitoring for core instruction
6-12	Math Inventory	Diagnostic	3 times per year	Identify individual student needs in math; progress monitoring for core instruction and intervention
3-12	Early Numeracy Screeners	Diagnostic, formative	As necessary	Identify individual student needs in math; identify characteristics of dyscalculia
6-12	EL Math Foundations Benchmarks	Formative, Summative	Four times per year	Formative assessment within course; Summative assessment of level of mastery of grade level math standards; progress monitoring for school improvement
3-8 High school students enrolled in Algebra I & 2 or Geometry courses	MCAP: Mathematics	Summative	1 time per year HS course exams are given after each semester	Summative ESSA assessment measuring proficiency with grade level or course-specific standards; HS courses are also for CCR requirement and graduation participation requirement

Linked Artifacts:

Pillar 3_Q97_A_Local Assessment Calendar – Elementary School (SY22-23)

Pillar 3_Q97_B_Local Assessment Calendar – Middle School (SY22-23)

Pillar 3_Q97_C_Local Assessment Calendar – High School (SY22-23)

98. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Measure	Rationale	Grade Level(s)
See our response to Question 97 for measures used to determine mathematics need and Question 99 for artifacts illustrating the response within our Multi-Tiered System of Supports for mathematics.		

Linked Artifacts:

Intervention in Mathematics

Blueprint Requirement (MD Code, Educ §5-226)

Blueprint Requirement (MD Code, Educ §7-205.1)

99. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:
- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

Elementary (Pre-K-5)
Students of concern are discussed among the school-based core math team. Team members may include, but are not limited to, the math specialist, classroom teacher, administrator, special education teacher, mathematics teacher, and interventionist. Based on a collection of multiple data points (diagnostic, formal, and informal), the student's needs are analyzed and an appropriate program is selected. A flowchart and programming document (see Linked Artifacts) are used to determine appropriate placement, duration, and environment. The programming document (see Linked Artifacts) outlines the components, and participation specifics. Upon completion of the program, student data (diagnostic, formal, and informal) is analyzed to determine if additional programming is necessary or if the student is ready to exit intervention (see "List of Considerations" artifact). Effectiveness of interventions are determined based on student progress correlating to grade level peers. Partnership with parents/guardians is a core component of the multi-tiered system of support. Core teams may gather additional information from families and will discuss program placement, progress, and program adjustment, as needed.

The following is an example of how the flowcharts linked as artifacts below are used to determine the most appropriate placement within the FCPS Multi-Tiered System of Supports:

Student A is in second grade. The core math team has determined that this student may need a math intervention due to lack of response from supplemental instruction. The school uses assessment data to move through the placement flowchart as follows:

- Student scores in the "2 or more grade levels below" performance band on both the fall and winter computer adaptive assessments.
- Student scores a 41% on benchmark 1 and 35% on benchmark 2.
- Student has been receiving supplemental pull out instruction for more than nine weeks.
- Multiple classroom strategies, small group instruction, and differentiation have proven unsuccessful.
- The student is placed in Do the Math Addition and Subtraction Number Core Module.

Linked Artifacts:

Pillar 3_Q99_A_Elementary Math Intervention Flowchart

Pillar 3_Q99_B_Mathematics Intervention Programming

Pillar 3_Q99_C_Elementary_Math Intervention Placement: A List of Considerations

Middle School (6-8)

Students of concern are discussed among the school-based core math team. Team members may include, but are not limited to, the math specialist, classroom teacher, administrator, special education teacher, mathematics teacher, and interventionist. Based on a collection of multiple data points (diagnostic, formal, and informal), the student's needs are analyzed and an appropriate program is selected (see "Mathematics Intervention Programming" Linked Artifact). Throughout the duration of the program, student data (diagnostic, formal, and informal) is analyzed to determine if additional programming is necessary or if the student is ready to exit intervention (see "List of Considerations" Linked Artifact). Effectiveness of interventions are determined based on student progress correlating to grade level peers. Partnership with parents/guardians is a core component of the multi-tiered system of support. Core teams may gather additional information from families and will discuss program placement, progress, and program adjustment, as needed.

The following is an example of how the Mathematics Intervention Programming artifact below is used to determine the most appropriate placement within the FCPS Multi-Tiered System of Supports:

Student B is in sixth grade. The core math team has determined that this student may need a math intervention. The school uses assessment data to move through the placement process flowchart as follows:

- Student scores in the "3 or more grade levels below" performance band on a computer adaptive assessment.
- Student consistently scores below 40% on fifth grade benchmark assessments.
- Student earned term grades of D's and F's in fifth grade.
- Student has a history of Tier 3 interventions in elementary school.
- Student requires regular individual support to develop minimal understanding.
- Student consistently struggles with explaining reasoning and justification within the problem-solving process.
- Student is in placed in a sixth-grade math intervention class.

Linked Artifacts:

High School (9-12)

Students of concern are discussed among the school-based core math team. The team members may include, but are not limited to, the math specialist, classroom teacher, administrator, special education teacher, mathematics teacher, and interventionist. Based on a collection of multiple data points (diagnostic, formal, and informal), the student's needs are analyzed and an appropriate program is selected (see "Mathematics Intervention Programming" Linked Artifact). Throughout the duration of the program, student data (diagnostic, formal, and informal) is analyzed to determine if additional programming is necessary or if the student is ready to exit intervention (see "Considerations for 9th Grade Algebra Placement," Linked Artifact). Effectiveness of interventions are determined based on student progress correlating to grade level peers. Partnership with parents/guardians is a core component of the multi-tiered system of support. Core teams may gather additional information from families and will discuss program placement, progress, and program adjustment, as needed.

The following is an example of how the Mathematics Intervention Programming artifact below is used to determine the most appropriate placement within the FCPS Multi-Tiered System of Supports:

Student C is in ninth grade. The core math team has determined that this student may need a math intervention. The school uses assessment data to move through the placement process as follows:

- Student scores in the "3 or more grade levels below" performance band on a computer adaptive assessment.
- Student consistently scores below 40% on eighth grade unit assessments.
- Student earned term grades of D's and F's in eighth grade.
- Student has a history of being enrolled in math intervention courses in middle school.
- Student requires regular individual support to develop minimal understanding.
- Student consistently struggles with explaining reasoning and justification within the problem-solving process.
- Student is placed in a ninth grade Algebra 1 Acquisitions course.

Linked Artifacts:

100. **Structures and Support for Intervention**: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring? Considerations should include, but are not limited to, the following:
    - A framework for intervention that includes evidence-based, high-yield strategies
    - Staffing such as campus-based instructional coaches, intervention teachers, etc.
    - Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
    - Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

The FCPS MTSS framework outlines a problem-solving process that includes providing systematic research validated instruction and interventions to struggling learners; see Question 76 for further information on MTSS and the below Linked Artifact. Our MTSS framework incorporates increasing intensities of student support based upon measured student need. Depending on their need, students may receive multiple tiers of intervention at one time. As schools and core math teams identify students that require intervention beyond Tier 1, they may choose to implement one of the available Research Validated Intervention Programs (RVIP) that FCPS offers, or may employ the use of an Individualized Intervention Plan (IIP). The core math team monitors progress and makes adjustments within the MTSS as needed. Every school has at least one math specialist and one interventionist. On-going training is provided to these on-site instructors regarding programming and strategies. FCPS local funding is provided to schools to purchase resources necessary to support students within intervention programs. At the elementary level, students receive Tier 2 or 3 intervention support during their math block. At the secondary level, students are assigned to a course within their schedule.

Linked Artifacts:

Pillar 3_Q100_FCPS Multi-Tiered System of Supports (MTSS)

101. **High-Quality School Day Tutoring**: How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

See our response to Question 77, which also applies to mathematics.

Linked Artifacts:

102. **Transitional Supplemental Instruction Aid**: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
See our response to Question 78. Schools were able to utilize TSI-funded positions to support students in either math and/or reading.			

Linked Artifacts:

103. **Underserved Student Groups**: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

FCPS seeks to guarantee equitable access to MTSS by requiring that placement be based on demonstrated need regardless of student group status (see Question 76 for more on MTSS). This means providing equitable access to advanced coursework, finding scheduling solutions to avoid tracking students, and providing opportunities for support outside the school day such as afterschool tutoring

options, online tutoring options, and summer programming. We aim to limit cognitive and language load for students gaining proficiency in English, utilizing strategies such as the Sheltered Instruction Observation Protocol to maximize instruction and assessing students in their native language when possible to determine areas of need. We work to build the capacity of special educators and EL teachers through formal and job-embedded professional learning, to acquire core content knowledge to improve the impact of the co-teaching model and specially designed instruction. We seek to expand learning opportunities to build the capacity of members of the core math team to successfully implement systematic, structured, multisensory strategies to help all learners hone and build upon foundational numeracy skills.

FCPS works toward the elimination of barriers for historically underserved student populations by ensuring that all students receive the services they need regardless of access to external advocacy. Another area of focus is ensuring appropriate placement in the school's MTSS based on demonstrated need; for instance, determining a clear path to math success for students acquiring English who may have limited or interrupted formal education. We also seek to continue strengthening Tier 1 supports to better serve students who may not have needs significant enough to warrant Tier 2 or 3 interventions but who have demonstrated skill gaps.

Another strategic priority is eliminating disparities and expanding access to advanced coursework such as advanced mathematics in elementary and middle school, honors courses, Advanced Placement, and dual enrollment. FCPS is committed to eliminating barriers and expanding access for traditionally underrepresented students through various strategies such as:

- Data systems that surface students with potential currently not enrolled in advanced coursework
- Primary talent development
- Elimination of teacher recommendations and certain prerequisites
- School improvement planning
- Strategic supports for students enrolled in advanced courses for the first time
- Community college supports

Linked Artifacts:

104. **Leveraging the Concentration of Poverty Grant in Intervention**: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

Currently, only one FCPS school receives a per pupil allocation through Concentration of Poverty funds. That school is using grant resources to provide extended learning opportunities in math. Students will receive extended learning time in mathematics through May, four days a week for an hour each day. The grant-funded Community Schools Coordinator assists school teams with interpreting the student diagnostic data (iReady BOY, MOY, EOY - see question 73 for elementary assessment schedule) at each grade level and districtwide benchmark assessments that identify students who are on track for college and career readiness and those who need supplemental instruction and intervention

Concentration of Poverty resources are also used to fund a Bilingual Education Program Specialist (see Linked Artifact). The program specialist provides coaching to teachers in best practices for bilingual education in mathematics; uses data to make decisions; assists staff with using math assessment data to drive instruction; provides leadership and guidance in language acquisition; and supports students, parents and support personnel by being a resource regarding the school's bilingual math program. The specialist also helps to provide solutions to academic concerns through an equity lens.

Linked Artifacts:

Pillar 3_Q104_Concentration of Poverty_Bilingual Education Program Specialist

105. **Family Engagement in Learning**: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

See our response to Question 81, which also applies to mathematics.

Linked Artifacts:

Pillar 3, Objective 2: Keep students on track to meet CCR

106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Table 1: 10th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	2402	1226	1171	2573	1313	1254	**3032**	**1548**	**1478**
All Students (Percentage)	70%	36%	34%	73%	37%	36%	80%	41%	39%
% Female	75%	32%	31%	78%	34%	33%	85%	37%	36%
% Male	65%	38%	36%	68%	40%	38%	74%	44%	41%
% Nonbinary	N/A	N/A	N/A	*	*	*	*	*	*
% Economically Disadvantaged	47%	11%	11%	50%	12%	11%	54%	13%	12%
% American Indian/Alaska Native	57%	29%	29%	60%	30%	30%	65%	33%	33%
% Asian	89%	64%	62%	93%	67%	65%	102%	74%	71%
% Black/African American	56%	17%	16%	59%	18%	16%	65%	19%	18%
% Hispanic/Latino	48%	16%	14%	50%	16%	15%	55%	18%	16%
% Native Hawaiian/Pacific Islander	89%	44%	44%	93%	47%	47%	102%	51%	51%
% Two or More	70%	39%	36%	73%	41%	38%	80%	45%	42%
% White	79%	43%	42%	83%	46%	44%	90%	50%	48%
% English Learner	6%	*	N/A	6%	*	*	6%	*	*
% Special Education	23%	*	*	24%	*	*	26%	6%	*

 * Suppressed due to small student count.
Linked Artifacts:

106. College and Career Readiness Projections

Table 2: 11th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	1892	1362	1183	2429	1279	1219	2755	1406	1343
All Students (Percentage)	61%	44%	38%	72%	38%	36%	77%	39%	38%
% Female	64%	42%	37%	76%	34%	33%	82%	35%	34%
% Male	57%	44%	38%	66%	40%	38%	72%	42%	39%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	35%	15%	12%	49%	13%	12%	52%	13%	12%
% American Indian/Alaska Native	33%	22%	22%	64%	27%	27%	63%	32%	32%
% Asian	77%	76%	65%	87%	65%	62%	98%	71%	68%
% Black/African American	50%	27%	23%	58%	18%	16%	62%	19%	17%
% Hispanic/Latino	38%	21%	15%	52%	18%	16%	53%	17%	16%
% Native Hawaiian/Pacific Islander	57%	43%	43%	78%	44%	44%	98%	49%	49%
% Two or More	58%	41%	35%	71%	42%	39%	77%	43%	40%
% White	69%	51%	46%	79%	45%	43%	87%	48%	46%
% English Learner	*	*	*	8%	*	0%	6%	*%	*
% Special Education	21%	6%	6%	24%	6%	*	25%	6%	*

Table 3: 12th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	66	1940	17	2026	1459	1267	2477	1304	1243
All Students (Percentage)	*	60%	*	64%	46%	40%	75%	40%	38%
% Female	*	60%	*	68%	44%	39%	80%	36%	35%
% Male	*	59%	*	59%	47%	40%	70%	42%	40%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	*	30%	*	36%	16%	12%	51%	14%	12%
% American Indian/Alaska Native	*	89%	*	35%	23%	23%	67%	29%	29%
% Asian	*	75%	*	81%	80%	68%	91%	68%	65%
% Black/African American	*	37%	*	52%	28%	24%	61%	19%	17%
% Hispanic/Latino	*	35%	*	40%	22%	16%	54%	18%	17%
% Native Hawaiian/Pacific Islander	*	*	*	60%	45%	45%	82%	47%	47%
% Two or More	*	56%	*	61%	43%	36%	74%	45%	41%
% White	*	69%	*	72%	53%	48%	83%	47%	45%
% English Learner	*	*	*	*	*	*	8%	1%	0%
% Special Education	*	11%	*	22%	6%	6%	25%	6%	5%

* Suppressed due to small student count.

3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE

107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.[1]

Using these criteria, indicate in the table below the current and projected number of students who are on track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria invididually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submssions related to 9th graders on track to graduate as individual LEAs may have used locally established critera.

Table 1: 9th Grade Students on Track to Graduate Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group						
	2021-2022		**2022-2023**		**2023-2024**	
On/Off Track to Graduate	On	Off	On	Off	On	Off
All Students (Number)	2781	939	2865	855	2938	781
All Students (Percentage)	75%	25%	77%	23%	79%	21%
% Female	75%	25%	77%	23%	79%	21%
% Male	75%	25%	77%	23%	79%	21%
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	43%	57%	45%	55%	47%	53%
% American Indian/Alaska Native	58%	42%	60%	40%	62%	38%
% Asian	86%	14%	88%	12%	90%	10%
% Black/African American	61%	39%	63%	37%	65%	35%
% Hispanic/Latino	55%	45%	57%	43%	59%	41%
% Native Hawaiian/Pacific Islander	66%	34%	68%	32%	70%	30%
% Two or More	64%	36%	66%	34%	68%	32%
% White	66%	44%	68%	42%	70%	40%
% English Learner	34%	66%	36%	64%	38%	62%
% Special Education	55%	65%	57%	63%	59%	61%

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[1] The OnTrack Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2006. https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf

107. Freshmen on Track Projections

Table 2: 9th Grade Student Credit Accumulation (Total Credits)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Number of Credits	2021-2022			2022-2023			2023-2024		
	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)	278	133	3337	225	112	3411	187	75	3486
All Students (Percentage)	7%	4%	89%	6%	3%	91%	5%	2%	93%
% Female	6%	4%	91%	5%	3%	93%	4%	2%	95%
% Male	9%	4%	87%	8%	3%	89%	7%	2%	91%
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	18%	8%	74%	17%	7%	76%	16%	6%	78%
% American Indian/Alaska Native	14%	0%	86%	13%	0%	87%	12%	0%	88%
% Asian	3%	2%	94%	2%	1%	96%	1%	0%	98%
% Black/African American	10%	4%	86%	9%	3%	88%	8%	2%	90%
% Hispanic/Latino	12%	6%	82%	11%	5%	84%	10%	4%	86%
% Native Hawaiian/Pacific Islander	11%	0%	89%	10%	0%	91%	8%	0%	92%
% Two or More	7%	3%	89%	6%	2%	91%	5%	1%	93%
% White	6%	3%	92%	5%	2%	94%	4%	1%	96%
% English Learner	17%	9%	74%	16%	8%	76%	15%	7%	78%
% Special Education	18%	7%	76%	17%	6%	78%	16%	5%	80%

Table 3: 9th Grade Student Semester Course Failure (Core Courses Only)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Number of Courses	2021-2022			2022-2023			2023-2024		
	2+	1	0	2+	1	0	2+	1	0
All Students (Number)	406	240	3074	365	216	3139	329	194	3197
All Students (Percentage)	11%	6%	83%	10%	5%	85%	9%	5%	86%
% Female	8%	5%	87%	7%	5%	88%	6%	4%	89%
% Male	12%	7%	81%	11%	6%	83%	10%	6%	85%
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	11%	0%	89%	10%	0%	90%	9%	0%	91%
% American Indian/Alaska Native	0%	33%	67%	0%	30%	70%	0%	27%	73%
% Asian	4%	4%	92%	4%	4%	93%	3%	3%	94%
% Black/African American	16%	8%	76%	14%	7%	78%	13%	6%	81%
% Hispanic/Latino	26%	12%	62%	23%	11%	66%	21%	10%	69%
% Native Hawaiian/Pacific Islander	19%	14%	67%	17%	13%	70%	15%	11%	73%
% Two or More	9%	6%	85%	8%	5%	87%	7%	5%	88%
% White	16%	11%	74%	14%	10%	77%	13%	9%	79%
% English Learner	13%	7%	80%	12%	6%	82%	11%	6%	84%
% Special Education	22%	13%	65%	20%	12%	69%	18%	11%	72%

107. Freshmen on Track Projections

Table 4: 9th Grade Student Attendance Rates Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group						
	2021-2022		**2022-2023**		**2023-2024**	
Attendance Rate	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	1250	2781	1125	2782	1013	2783
All Students (Percentage)	31%	69%	40%	71%	36%	73%
% Female	31%	69%	28%	76%	25%	83%
% Male	31%	69%	28%	76%	25%	83%
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	57%	43%	51%	47%	46%	52%
% American Indian/Alaska Native	42%	58%	38%	64%	34%	70%
% Asian	51%	49%	46%	54%	41%	59%
% Black/African American	14%	86%	13%	95%	11%	104%
% Hispanic/Latino	15%	85%	14%	94%	12%	103%
% Native Hawaiian/Pacific Islander	34%	66%	31%	73%	28%	80%
% Two or More	36%	64%	32%	70%	29%	77%
% White	56%	44%	50%	48%	45%	53%
% English Learner	34%	66%	31%	73%	28%	80%
% Special Education	30%	70%	27%	77%	24%	85%

108. **Freshmen on Track to Graduate**: Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

FCPS has a College and Career Readiness (CCR) teacher in every high school. CCR teachers monitor the CCR progress of all students in their respective school, but have an intentional focus on monitoring incoming ninth grade students to make sure they are on track to graduate. In addition, the CCR teachers work with feeder middle schools to ensure that incoming ninth grade students are scheduled for a course in each of the five core content areas (see Linked Artifact).

FCPS offers dual semesters at the high school level; CCR teachers work with school counselors to assure that students who are failing are provided with remediation and/or re-enrollment in a failed course in the second semester. Attendance is routinely monitored and Pupil Personnel Workers are in contact with students who are close to the 90% threshold. School-based core teams meet regularly to review student progress and adjustments as needed to support students for being on track in ninth grade.

Although FCPS has powerful data dashboards to inform teachers and assist with monitoring student performance, our goal is to create a simplified data dashboard and a tracking system to monitor individual student data beginning in kindergarten. The tool will allow school teams to identify supports provided to students each year to ensure on track in ninth grade. School counselors will meet with students yearly to review student data and set individual goals.

A challenge includes ensuring that we are able to support each individual student beginning in pre-kindergarten. Our goal will be to ensure that each student each year is meeting proficiency. As is evidenced in the data from the previous tables, we have a percentage of students who are not meeting proficiency.

Linked Artifacts:

Pillar 3_Q108_College & Career Readiness Teacher Position Description

Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

(Blueprint Requirement (MD Code, Educ §7-205.1)

Intervention Programming and Support

109. Services and Support: Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

As part of an overarching vision to reimagine the high school experience of the 21st century, FCPS has been providing a wide range of programs, options, services, and support to students, since the inception of the College and Career Readiness and College Completion Act in 2013 and prior. Over the last decade, this has brought about the expansion of dual enrollment, career and technical education, work-based learning, and the emergence of a virtual school (pre-pandemic). Processes and structures have also been reimagined to create a 21st century high school experience, including a strong partnership with Frederick Community College, transition courses in English and mathematics, online diagnostic tools and modules for personalized learning, online credit-bearing courses, and specialized courses in Grades 11 and 12 to ensure that students are CCR before graduation. In addition, since 2020, FCPS has implemented districtwide tutoring programs and expanded summer school, and is transitioning to sustainable models of tutoring and summer programs.

Looking ahead, in order to eliminate barriers to success and improve in the areas of early intervention, choice, and flexibility, FCPS will strengthen these structures to include systemic implementation of the following:

- Early warning indicators and individualized services, supports, and intervention.
- Specialized CCR support courses in English, mathematics, and career readiness in Grades 11 and 12.
- Virtual and in-person tutoring, both during the school day, outside the school day, and in the summer.
- Daily embedded time within school schedules that allow for extended support or personalized instruction.
- Expanded summer school opportunities that include credit-bearing courses for recovery or original credit, to allow flexibility in a student's four-year plan.

- Extended learning opportunities in credit-bearing courses, credit recovery, and academic support that take place in-person after school.
- Online courses offered through the Frederick County Virtual School, including credit-bearing courses for recovery or original credit, to allow flexibility in a student's four-year plan.
- Transition or CCR support courses offered in partnership with Frederick Community College.
- Strategic monitoring, support, and intervention in the elementary and middle school grades to ensure that students are on track for CCR and ready for high school.
- Evaluation of the inclusion of culturally responsive lessons and project-based and problem-based pedagogy with upgrades as necessary.

Linked Artifacts:

110.   Student Support Pathways: Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:
- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

See our response to Question 109.

As part of an overarching vision to reimagine the high school experience of the 21st century, over the last decade FCPS has provided a wide-range of support and flexible scheduling options to ensure that students who do not initially meet the CCR standard have opportunities to access additional instruction to meet the CCR standard before graduation. Building upon what is already in place, FCPS is strengthening supports to better define support pathways and ensure systemic implementation, that include:

- Specialized CCR support courses in English, mathematics, and career readiness in Grades 11 and 12.
- Virtual and in-person tutoring, both during the school day, outside the school day, and in the summer.
- Expanded summer school opportunities, including credit-bearing courses for recovery or original credit, thus allowing flexibility in a student's four-year plan.
- Online courses offered through the Frederick County Virtual School that include credit-bearing courses for recovery or original credit, thus allowing flexibility in a student's four- year plan.
- Transition or CCR support courses offered in partnership with Frederick Community College.

In addition, seamless support pathways will be part of the multi-tiered system of supports (MTSS, see Question 76) throughout elementary, middle, and high school. Support pathways at all levels will include:

- Multiple measures that identify students not on track to meet the CCR standard and strong support in Tier 1, Tier 2, and Tier 2 instruction (See Questions 72-76, 96-100).
- Supplemental instruction in reading and mathematics in all grade levels.

- Daily embedded time within school schedules that allow for extended support or personalized instruction in all grade levels.
- Expanded summer school opportunities that include credit-bearing courses for recovery or original credit, thus allowing flexibility in a student's four-year plan.
- Extended learning opportunities in credit-bearing courses, credit recovery, and academic support that take place in-person after school.
- Personalized digital instructional tools such as i-Ready, Lexia, and ALEKS that provide students with personalized pathways based on real-time diagnostic assessment data.
- High quality tutoring available at all grade levels both during and outside the school day.
- Specialized CCR support courses.

These opportunities will be strengthened to include individualized case management through our CCR teachers and progress monitoring and new innovative options offered through the Virtual School and Frederick Community College.

Linked Artifacts:

111. Reassessment Opportunities: How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

FCPS has a CCR tracking report that monitors the current interim CCR measures. If a student is not CCR in math, that student will enroll in the next course and take the assessment associated with that course. FCPS also pays for an administration of the SAT during the school day for all eleventh grade students that provides yet another opportunity to meet CCR in math. For students not CCR in English, the English 10 exam will be given after English 11 and English 12 until students have reached the standard. Once new standards are established in September 2023, this process will be revisited. Summer recovery opportunities will be available to allow students to re-assess. …

Linked Artifacts:

112. Partner Institutions: The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

Currently, FCPS has a memorandum of understanding and local agreement partnership in place with Frederick Community College (FCC) to offer programming to students, including those who have not achieved the CCR readiness standard by the end of tenth grade. The goal of partnership programming for non-CCR students is to facilitate their successful transition into credit or noncredit programs at FCC as soon as possible.

Students who meet the CCR standard in math, but not in English, can access college courses with the math requirement. Students who meet the CCR standard in English, but not in math, can access college courses with the English requirement. FCPS and FCC are exploring the possibility of offering courses through high school-based Dual Enrollment with lower or no prerequisite requirements, e.g., ACCE 101 College Success

Tools and LATN 101 Introductory Latin. Such courses would allow students access to college courses regardless of their CCR status.

We have partnered with FCC in the past to create local placement agreements based on high school coursework and jointly established assessments to expand access for FCPS students. For example, a course grade of B or higher in FCPS' Algebra II course allows placement in math coursework at FCC. Additional local placement agreements will be adopted beyond the final state-adopted CCR measure, thus allowing students to progress on college coursework while still in high school, including those who are not CCR. Appropriate academic support will be provided for those students who are accessing FCC coursework who are not CCR.

FCPS offers a number of courses that have both college development credit and transferable college credit, while also having a lower assessment placement score than typical introductory college courses, including:
- ESOL 100: English for Academic Purposes, which provides English language supports for three developmental credits and three general, transferable academic credits
- MATH 101A: Foundation of Mathematics, which provides two developmental pre-algebra support credits and three transferable academic credits as MATH 101.

FCPS currently offers a small number of high school-based versions of the above courses, with plans of expanding these types of offerings. This would ensure that students who are not CCR have access to post-CCR pathways as soon as possible.

FCC's Continuing Education and Workforce Development noncredit career credential programs are available to high school students when they meet the minimum requirements of these programs. This partnership, called Career Pathways, is housed under our Dual Enrollment umbrella. One high school currently has a specific articulation agreement with FCC that allows a high school CTE course to launch students into FCC's healthcare sequence for Certified Nursing Assistant/Geriatric Nursing Assistant and Dental Assistant programs. Career Pathway programs are available to all students regardless of CCR status, but are often accessed by students who have not yet demonstrated CCR. In fact, FCC and FCPS are exploring opportunities for programming for older English learner students that would allow them to complete high school graduation requirements while accessing Career Pathways

FCC and FCPS are developing a supported academic, career, and social program on the FCC campus for non-diploma bound students with IEPs from ages 18-21. The program will support students who could access some college coursework of interest and/or career programs of interest at FCC.

To evaluate the implementation and ongoing success of our partnership, FCC and FCPS have a Joint Steering Committee that meets four times a year, a Career and Technology Education Advisory Council that meets three times a year, and an annual Joint Boards Meeting. These touch points facilitate conversation and the sharing of information, resolve problems, and provide direction for the ongoing development of collaborative endeavors.

Linked Artifacts:

Pillar 3_Q112_FCC& FCPS Joint Partnership Touch Points

Individualized College and Career Readiness Plans

113. **Individualized Plans**: Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

FCPS recognizes that monitoring student progress, watching for early warning signs, and identifying students for individualized learning plans is a Pre-K through12 process. Early identification is intended to assure that each student meets standards by the end of grade 10. Identified multiple state and local measures will be tracked for each and every student. Any student not meeting the established criteria will have an individualized learning plan that will be tracked and monitored.

At the elementary and middle school levels, student progress and support are planned during core team meetings. This team consists of administrators, content specialists, school counselors, special educators, and classroom teachers. A full picture of current student data, historical data, and intervention history is considered. Additionally, attendance and social emotional needs are considered. Based on the discussion, plans are created to support the student as their data indicates is necessary.

While the process is similar for high school, each high school has a dedicated College and Career Teacher (see Linked Artifact) who works with counselors and designated content specialists to manage the development and implementation of CCR individual learning plans. The individualized CCR plan will be designed to contain the measures/data used to determine CCR status; in addition, it will establish goals/timelines for reassessment or course completion to attain CCR status. The types of support available to students include:

- Support pathways already described in this implementation plan
- Before, during, afterschool tutoring
- Supplemental instruction within content course
- Offer .5 credit courses for students with significant needs
- Summer school programs and other available resources

FCPS will take a systemic approach to implementing an early warning system that will include monitoring each student plan on a quarterly basis which includes assessment scores, instructional goals, attendance, and credit counts. Individual learning plans will also ensure that students are able to access CTC, dual enrollment, and AP coursework as a means to also demonstrate CCR status.

Linked Artifacts:

Pillar 3 Q113 College & Career Readiness Teacher Position Description

114. **Teacher Support and Student Monitoring**: How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:
- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

FCPS has several structures in place to utilize data and staffing to support students in their individualized CCR plans. In addition to state assessments, FCPS implements the iReady diagnostic assessment to monitor student progress at the beginning, middle, and end of the school year. Curricular benchmarks serve as an additional data point to inform placement, programming, and instructional decisions. This data serves to inform our response to individual student needs prior to students taking state assessments, as well as to monitor their progress.

School counselors and the CCR teachers meet with students to review current progress and develop an individualized CCR plan. Core literacy and core math teams review available data to discuss proper placement, programming, and support pathways within the school's MTSS framework for students based on their individual needs and CCR plans. Core teams include administrators, content specialists, school counselors, special educators, and classroom teachers. A teacher and/or specialist will serve as the leader in the development and implementation of the individualized CCR plan. The teacher will be identified using the criteria of who is in the position to best provide support and monitor the student's plan and progress.

At the high school level, the CCR plans are accessible to all the students' teachers as well as the team of people working with the student so that documentation can be compiled about the frequency and duration of the support pathway, as well as the progress students are making. The CCR plan will be reviewed by the core team at a minimum of four times a year. Parents will be involved in the development and implementation of the plan with progress updates provided quarterly.

Linked Artifacts:

115. **Family Engagement in CCR Success**: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

Parents are partners. They provide vital information to help us fully understand their child. Parents will be contacted in a variety of ways including in-person meetings, phone calls, emails, letters, and reports. FCPS utilizes the school system website to provide valuable information for parents to know and understand College and Career Readiness. Systemic communications are shared with CCR requirements through our Public Affairs department. Letters from the testing office, school newsletters, and CCR teachers distribute information to parents. In addition, CCR requirements are described in the High School Course Planning Guide and High School Course Offerings Guide, which are provided yearly to students and parents. FCC also has information posted on its website for parents to learn more about opportunities available to students. When students are identified in our early warning system, parents will be involved with the development, implementation, and adjustment of an Individual Learning Plan.

Linked Artifacts:

3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

Blueprint Requirement (MD Code, Educ §7-205.1)

Exploring Post-CCR Pathways

116. **Post-CCR Exploration Activities**: Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:
    - Students have experiences that are individualized based on their interests,
    - Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
    - Parents/guardians are included in the process, and
    - Students who have not met the CCR standard can access post-CCR pathways?

FCPS middle schools engage in a variety of activities designed to cultivate interest and readiness for post-CCR pathways through individualized exploration of different careers. Regarding outreach and information, awareness regarding the myriad opportunities for high school programming is publicized through the *FCPS Middle School Course Guide* and the *FCPS High School Planning Guide*. Both publications also address the unique opportunities that may be explored by advanced and gifted and talented students, as well as other specialized populations of students with unique needs and interests.

As a foundation, middle school students receive Naviance College, Career, and Life Readiness online accounts. School counselors teach several lessons and use a variety of approaches during the middle school years to aid students in accessing Naviance. After completing a career inventory, students are able to individualize an exploration of careers of their own interest. The career exploratory exercises provide insight into the preparation, including coursework, that students must take to pursue different careers. Schools share Naviance information with parents and encourage parents to join their children in career exploration.

Middle schools also hold career fairs in which speakers from various fields visit to share information about their professions, and parents are informed about the different speaker options. In the fall, the Career and Technology Center (CTC) holds an open house for potential students and parents to visit and see first-hand career education courses and activities. Also, in the fall, eighth grade American Studies I teachers lay the foundation for possible enrollment in AP U.S. History in ninth grade. Recommendations for enrollment are made to students and high school teachers in the winter during articulation and registration meetings. High school counselors meet with eighth grade students during the registration process to discuss high school scheduling options. Parents are involved in the registration process and invited to Registration Information Night/Electives Fair to learn about the opportunities available to students. FCPS' International Baccalaureate (IB) program holds an information open house for interested students and parents in the winter every year, which is publicized in every middle school. In the spring, CTC staff visit schools to market their high school programs by bringing student representatives of the different pathways.

FCPS offers middle school students several options for specialized elective coursework in which career clusters and practical life skills are explored. Sixth grade courses include Learn, Apply, and Build 21st Century Skills; Computer Science Explorations; and Technology Exposition. In seventh grade, students may enroll in Invention and Innovation, Life Skills, and Computer Science Investigations. In eighth grade, students may register for Pre-Engineering, Computer Science Investigations, and Life Skills in Society.

One significant CCR initiative is the FCPS Young Scholars Program. The program, run by FCPS' Advanced Academics office, is designed to identify students who will succeed in advanced coursework, but may not yet have the necessary academic readiness or typical support systems in place. Young Scholars are selection based on a combination of:

- A creatively assessment (for students entering the program in a primary grade)
- Norm-referenced performance measures (Dibels, iReady)
- Normed ability measures (grade 2 and above)
- Teacher feedback/recommendations

Young Scholars are from demographic groups traditionally underrepresented in advanced coursework. Identification begins as early as Grade 1 in selected Title I elementary schools.Young Scholars travel as a cohort through their school years and attend selected middle and high school feeders that house the program. Young Scholars participate in a summer program designed around a STEm topic and interact with STEM field professionals and college professors in the selected area of exploration. Curriculum content is designed to not only foster high level thinking and reasoning, but to also promote "college knowledge" and mind-brain education-supported study skills.

Additional programs that support CCR include research and public speaking programs such as Model United Nations, Science Fair, Frederick County Association of Student Councils (FCASC), and National History Day. Programs such as these teach students the requisite skills for success in both college and career such as research, evaluating credibility of evidence, constructing arguments based on reasoned judgment, articulating research and arguments verbally and in writing, engaging in civil discourse and the policy making process.

FCC and FCPS also have an Early Foundations program where ninth and tenth grade students are invited on a college and career exploration experience on FCC's campus. This program is partially funded by ESSER grants, but will hopefully continue beyond the grant end date at no cost to students.

Linked Artifacts:

117. **Career Counseling**: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

Key components of the career counseling program include the hiring of approximately 21 career coaches (employed by FCPS) and two supervisors, one employed by FCPS as the Career Coach Coordinator and one by Frederick County Workforce Services (see Linked Artifacts). Positions will be assigned within school feeders and serve the middle and high schools in that feeder. Every FCPS secondary school will have access to a career coach. Depending upon the school's enrollment, a career coach may be

dedicated to that school. The Linked Artifact provides the framework for the collaboration between FCPS, FCC, and Workforce Services.

During summer 2023, career coach training and curriculum development will be collaboratively provided by FCPS, Frederick County Workforce Services, and FCC. The primary focus is to ensure that all career coaches have in-depth knowledge of career programming available through FCPS and FCC, as well as an understanding of local workforce needs. In addition, each coach will be trained as a Global Career Development Facilitator. All coaches will also participate in curriculum development to ensure consistency and quality of materials shared at each school.

During the school year, career coaches will primarily be located in the schools they are assigned. Duties include providing group and individualized instruction and mentoring that follows the Maryland Career Development Framework: career awareness, exploration, preparation, and career seeking opportunities. Career coaches will work directly with students to:

- Coordinate and supervise career development activities/programs, including college, technical school and business tours, job-embedded field trips, employment and college fairs, and speakers.
- Encourage the use of, and assist students with, career interest and other assessment instruments
- Provide professional advice to students on apprenticeships and career pathways that lead to industry recognized credentials, education, occupational training, and work experience.
- Access, analyze, and synthesize information, interest inventories, career surveys, etc. generated by students through Naviance and other career tools.
- Coordinate specialized programs (summer, afterschool) targeting students who have not met CCR by the end of tenth grade.
- Collaborate with school counselors to support the student's post-secondary education and career interests.
- Work in collaboration with Frederick County Workforce Services staff and FCC to create career programs, source employers, and develop opportunities for exploration in work and academic options.
- Directly teach a variety of skills to students individually and in small groups during class time and/or flex block (e.g,. technology skills, study skills, digital, and time management skills needed to succeed in an online course, professional communication and writing skills, etc.).
- Interact with students face-to-face in physical space (via classroom instruction, office hours, informal meetings in breakout areas).
- Establish and facilitate connections with industry leaders to foster apprenticeships.
- Demonstrate exceptional interpersonal skills and the ability to teach, advise, mentor, and collaborate face-to-face and virtually with a wide range of learners and stakeholders (students, parents, colleagues, business partners). Collaborate with school staff to identify partnerships with business and community members for work-based learning experiences.
- Continuously elicit student and parent feedback regarding their career experiences
- Analyze and respond to data and make recommendations.

An additional component that we will continue to examine is the topic of financial assistance and financial aid to ensure that we have the knowledge necessary to to decrease barriers and increase access for students.

Linked Artifacts:

Pillar 3_Q117_A_Career Coach Coordinator Position Description

Pillar 3_Q117_B_Career Coach Position Description

Pillar 3_Q117_C_Post Secondary CCR MOU Signed 4-26-2023

College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

118.   IB Diploma Programme: Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

FCPS currently offers the IB Diploma Program at Urbana High School (UHS). Students enrolled in the diploma program at UHS complete most Maryland graduation requirements in ninth and tenth grades. In eleventh and twelfth grades, the students' schedules are all IB courses. Students must take one course from each of the six subject groups plus the Theory of Knowledge course and successfully complete the CAS (creativity, activity, service) requirement as well as the Extended Essay.

There is currently no plan to expand the program, but there are a number of options FCPS may consider. IB is working to help schools explore the idea of "IB for All" to expand the program beyond the school's diploma cohort. For the program at UHS, this would mean adding the Group 1 course Language and Literature (HL and/or SL), expanding the Group 2 offerings to include the *ab initio* level, and promoting the Math Applications SL course to students not pursuing the IB diploma. The IB Career Program is another option we may explore with the possibility of offering it at a more central location.

There are several challenges related to the accessibility of the IB program at UHS. Historically, the program has been capped for out-of-district students due to enrollment capacity at UHS. For the 2023-2024 school year, FCPS has increased admissions of students by 15% – the maximum the program can support without additional staffing. During the 2023-2024 school year, FCPS will explore the need for additional staffing to align with increased student demand. Out-of-district students in the program also face challenges with accessibility because of lack of transportation. FCPS will convene an exploratory group to meet during the 2023-2024 school year to examine offering a second IB Program at a centrally located high school with the ability to provide transportation for admitted students.

Linked Artifacts:

119.   Cambridge AICE Diploma Program: Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

FCPS does not offer the Cambridge AICE Diploma Program.

Linked Artifacts:

120. Advanced Placement (AP) Program: Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

FCPS has a robust Advanced Placement (AP) program with open access for students, although a few courses have high school prerequisites. Classes vary by school, but are offered across all disciplines. At our ten comprehensive high schools, the average number of AP courses offered is 16, with every school offering at least six unique AP classes; additionally, all students at all high schools have access to five AP courses through Frederick County Virtual School. Students may enroll in AP classes beginning in ninth grade and the classes are available in grades 9-12. We do not offer the AP Capstone Diploma at this time.

Challenges in implementing the AP program and plans to address the challenges are identified in the below chart.

Challenges	Plans to Address Challenges
It is difficult for schools to offer both AP and Dual Enrollment (DE) options in the same content area; DE has become popular and has impacted AP enrollment.	Adoption of a "Flexible College Pathway" to encourage students to try both AP and DE offerings.
AP opportunities at our smaller high schools are reduced because of a limited pool of students, minimal enrollment needed to offer classes, conflicting student schedules, and staffing.	Expand Virtual School AP offerings for students as demand increases.
The transferability of AP credit for college coursework can be a challenge; sometimes credit does not transfer and there is inconsistency with what colleges will accept.	● Develop student-friendly materials to understand pathways and college transfer. ● Publicize the adoption of HB 966, requiring Maryland IHEs to accept a 3 or higher for college credit.
Providing robust teacher training for AP at low/no cost to the teacher can be difficult.	Explore the use of grant funding to support AP teacher training.

Regarding the expansion of AP course opportunities, FCPS will use the AP Potential Report from the College Board to identify students who will likely do well in AP courses. The report allows schools to generate rosters of students who are likely to score a three or higher on a given AP exam based on their PSAT performance. We are also partnering with the College Board to facilitate more equitable program

opportunities. For example, we are planning to offer more inclusive AP options that would increase student preparedness for college coursework by offering pilots of AP Precalculus and an English 10/AP Seminar.

Linked Artifacts:

Pillar 3_Q120_AP Courses Offered

121. **Recruitment for College Preparatory Programs**: Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

Most of the recruitment for AP programming takes place at the school level. School counselors and classroom teachers meet with students to review offerings and opportunities. Schools host informational nights/electives fairs, which often include information about AP courses. Teachers make recommendations that encourage students to take college preparatory courses. Schools provide students an opportunity to shadow students in an AP class, especially for our underrepresented students.

Centrally, the district includes information about AP courses in the high school course catalog and features the information about pathways that include AP. More central office support for the school-driven work has begun, e.g., the FCPS Curriculum Department has prepared a rubric to guide conversations for eighth grade teachers regarding offering ninth grade students AP United States History. This is an area we will continue developing, including systematizing the following, especially for our underrepresented students:

- Provide students an opportunity to shadow students in an AP class
- Send invitation letters to prospective students
- Utilize the AP Potential Report from College Board to identify students
- Develop and disseminate informational materials that discuss the attributes of different levels of coursework.

IB hosts an open house prior to the application period and maintains a central website for potential students. Because students apply to the program in eighth grade, the program coordinator works directly with middle school counseling offices regarding the application process and open house.

Linked Artifacts:

122. **Enrollment and Support in College Preparatory Programs**: Describe how students access the above-named college preparatory programs, including the process for entry. How does the school system ensure:
- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Students may access AP and IB programming beginning in ninth grade, before they are assessed for CCR. Meeting the state standard for CCR is not a prerequisite for either program. We do not intend to limit access for students to either program based on whether or not they have met the CCR standard. We do intend to promote these pathways to students who meet the standard in Math and English more

specifically when the final standard has been adopted under Blueprint.

Students apply to participate in the IB program at Urbana High School (see Linked Artifact). Student applications are vetted for admission based on academic performance (grades of C or higher) and teacher recommendation. Most students who apply are well-suited to the rigor of the program and are admitted. Those who are not admitted are encouraged to apply in ninth or tenth grade.

As part of the IB application, students submit a handwritten personal statement that addresses why they wish to participate in the IB program and why they think they will be successful. They are also asked to inventory their extracurricular activities, community service activities, and academic enrichment activities. Student applicants are asked to write several essays where they describe their organizational and study habits, discuss their personal strengths and weaknesses, and express their future dreams for college or career.

Students with Proximity or Scheduling Challenges: We offer some AP courses through Frederick County Virtual School, which allows access for students from anywhere in the district. Students from anywhere in Frederick County are eligible to apply to the IB program at Urbana High. To ensure access, FCPS is expanding the number of out-of-district students admitted to the IB program.

Students Having Necessary Support: Through a grant from MSDE, we have developed a tutoring program for AP that particularly supports low-income students. Students with special education services receive accommodations as outlined in IEPs. Schools apply for testing accommodations from the College Board and IB.

Linked Artifacts:

Pillar 3_Q122_International Baccalaureate Application Urbana High School

Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

123. **Dual Enrollment Program**: Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

FCPS is a leader in Maryland's dual enrollment work. Currently, FCPS has fewer than 5% of Maryland public high school enrollments, but greater than 10% of Maryland's dually enrolled high school students. Although the term "dual enrollment" is used as an umbrella term in Frederick County to cover any student who is enrolled in both FCPS and an institute of higher education program, including Career Pathways, Inclusive Higher Education, and Early College, FCPS currently partners with FCCto offer high school students two traditional, academic credit dual enrollment programs (listed by number of students enrolled per school year):

- High School Based (~2200 students): Students enroll in college classes at their local high school; typically, these courses are taught by high school faculty certified as adjuncts by FCC.

- Open Campus (~400 students): Students enroll in college courses at FCC's campus or online.

High School Based (HSB) offerings vary across the ten comprehensive high schools, a remote virtual high school, and a career and technology center. HSB is the most readily accessible program for high school students – there are no transportation barriers, wraparound services are available in the high school, and textbooks are issued by the school. At minimum, every student in FCPS can earn 18 college credits through HSB offerings in their high school, and up to 36 college credits at some high schools. Students are not required to complete these courses in a sequence, but HSB offerings are carefully selected to be highly transferable, general education offerings that will serve most students in postsecondary enrollment. Every high school offers, at a minimum, ENGL 101: English Composition, MATH 120: Statistics, and one business/computer/career introductory course. Most high schools also offer ENGL 102: English Literature and Composition (9/10 high schools), one social studies elective (7/10 high schools), and lab science courses in Biology and/or Chemistry (6/10 high schools).

Additionally, some of FCPS's selective admissions programs (e.g., Fine Arts and CTE), which are available to students from all high schools, offer high school based dual enrollment classes. The HSB offerings are listed in the linked artifact.

Through the Open Campus (OC) program, students can take an unlimited number of college credits. Students must meet with their high school counselor and are recommended to meet with a college advisor before enrolling in courses directly through FCC. Again, courses are not required to be completed in sequence, but high school counseling and college advising help students create an individualized pathway for their postsecondary goals.

Students are able to participate in both HSB and OC programs. In the last three years, some students have self-advised to earn an Associate's degree completion (not with Early College) through these programs.

Current challenges to implementation and strategies to address these challenges are outlined in the below chart.

Challenges	Plans to Address Challenges
Credentialing faculty at high school sites	- Creating personalized learning plans for high school instructors to earn graduate credits in content (see Pillar 2, Question 50). - Adopting a new partnership model developed with Frederick Community College (FCC) to align teachers' professional experience (such as teaching an AP/IB course of the same content) with the equivalency of graduate credits. - Partnering with local four-year colleges to offer high school teachers a la carte graduate courses for DE credentialing.
Smaller schools' inability to offer a variety of courses	- Expansion of virtual offerings at convenient times to students through FCC's Open Campus and FCPS's Frederick County Virtual School. - Explore FCC providing adjuncts or staff for high school-based DE courses.

Transportation challenge for students accessing Open Campus at FCC's main campus	Consider expanding bus service from our comprehensive high schools to the FCPS Career and Technology Center, which is adjacent to the FCC campus.
Lack of advising supports for Open Campus students	• In August 2023, FCC assigned an advisor to specifically serve Open Campus students and has expanded the advisor's connections to high school students through drop in hours at convenient times and high school visits. • Develop common pathways materials to help guide students and high school counselors through basic college advising.
Textbook adoption process	• Allow purchased textbooks for high schools to be used for a minimum of five years, even if the college adopts a new edition during that time. • Partner with high school-based instructors and college faculty to co-create Open Educational Resources for college adoption in courses that benefit both institutions.
Underrepresentation of student groups	• Intentional recruitment/advertising of opportunities. • Local placement measures are much broader than the current state CCR measures; monitor these measures.
Continued identification of barriers to access/continuous program improvement	Ongoing internal research with multiple stakeholder groups (students, instructors, counselors, faculty, etc.) to identify and eliminate access barriers.

FCC and FCPS are working collaboratively to find creative solutions for the ongoing challenges, some of which will be incorporated into a revised Memorandum of Understanding that is currently under development and should be in place for the 2023-2024 school year. Both institutions remain committed to serving students well with these programs.

Linked Artifacts:

Pillar 3_Q123_A_Dual Enrollment High School Based Dual Enrollment Offerings

Pillar 3_Q123_B_Dual Enrollment Program Comparison

Pillar 3_Q123_C_Dual Enrollment Career Pathways Information Sheet

Pillar 3_Q123_D_Dual Enrollment Open Campus

124. **Middle and Early College High School Programs**: Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

FCPS and FCC launched an Early College program in spring 2020; the first class graduated in 2022. Students apply during the spring of tenth grade. If admitted, students attend classes full time at FCC in eleventh and twelfth grades to earn their Associate's degree concurrently with their high school diploma. Any remaining high school graduation requirements are completed through Dual Credit - earning high school credits for college classes - or occasionally, Frederick County Virtual School. Currently, the Early College program is capped at 30 students.Almost all majors are available through Early College at FCC.

A major challenge is FCC's Early College staffing. Fewer than ten students each year who were qualified have been turned away due to program capacity, but with the funding changes and greater public awareness, we anticipate increased interest and more applications this year. Although FCC has not been able to commit to sufficient staffing to serve all qualified applicants at this time, they have increased capacity for this program by 100% for the 2023-2024 school year. Additionally, FCPS and FCC will provide students turned away from the program information on how to access high school-based and Open Campus Dual Enrollment pathways to design an individualized associate's degree plan through those programs and connect the students directly to the Open Campus advisor at FCC.

Linked Artifacts:

Pillar 3_Q124_Early College Information Sheet

125. **Recruitment for Dual Enrollment and Middle/Early College Programs**: Discuss how the school system ensures all students know about dual enrollment and middle/early college opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

The primary way students and families learn about Dual Enrollment is organically through the involvement of other students, teachers, and counselors. Dual Enrollment staff (one FCPS central office coordinator and two FCC dedicated administrators) maintain ongoing relationships with the high school counseling departments to facilitate communication about the program and attend college information events, such as school registration information nights, and provide marketing materials to counselors for use with advising appointments with students. FCC hosts a joint website that houses all the most up-to-date information about the Dual Enrollment program, and is linked on the home page of each high school website. Dual Enrollment staff also attend extensive information open houses and high school site visits, as well as host Early College Information Sessions (virtual and face-to-face). High school departments also build Dual Enrollment options into their discussions of different pathways for students in their discipline and invite college staff/faculty to visit to discuss Dual Enrollment options.

Intentional recruitment of students from underrepresented groups is done at the school level where counselors, administrators, and teachers personally invite students from these groups who are college ready to participate in Dual Enrollment opportunities. Training for this process is provided at the district level. Additionally, Dual Enrollment staff work with community groups serving underrepresented populations to attend information events. Early College, in particular, incorporates the inclusion of underrepresented

students in its mission statement and the admissions committee uses this mission to inform its decisions. As a result, Early College has more representation from some underrepresented groups than other Dual Enrollment programs. FCC and FCPS also have an Early Foundations program where ninth and tenth grade students are invited to college and career exploration experiences at FCC's campus. This program is partially funded by ESSER grants, but will hopefully continue beyond the grant period at no cost to students.

Linked Artifacts:

Pillar 3_Q125_Joint Dual Enrollment Website

126. **Enrollment and Support in Dual Enrollment and Middle/Early College Programs**:
Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:
- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?
Responses should address dual enrollment and middle/early college high school programs.

For students who have not met the CCR standard, see our response to Question 112. For ensuring students are not limited from participating, see the description especially of the High School Based Dual Enrollment program in Question 123.

Every high school has an Assistant Principal who serves as the Dean of Students for the FCC classes/program and a point of contact in the counseling department to facilitate program logistics and communication. When Dual Enrollment students receive an FCC Student Success Alert, the Dean and Counselor at the high school are forwarded a copy to assist the school in connecting students with college resources for academic success and navigating nonacademic challenges.

Students in Early College have a comprehensive academic advisor, using an "intrusive advising" model where students are proactively called in to meet with the advisor regularly and are unable to add or drop classes without meeting with their advisor, who provides even more support and communication, regularly meeting with students about their academic progress. The central coordinator of the Early College program also connects students to services at both the high school and college, such as transportation and book/material scholarships, to facilitate their success in the program. This work begins even before students are admitted to the program as they work through the application process.

Linked Artifacts:

Aligning State Aid Funding to CCR Pathway Costs

127. The Blueprint Formula is designed to provide approximately $1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~$500) and through the State Aid Target Foundation amount (~$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

While creating the FY2024 operating budget, FCPS staff collaborated across departments to ensure we accurately captured the current student fees for dual enrollment, career and technical education, AP, and IB, so FCPS was able to budget appropriately for these fees. During the second half of FY2023, FCPS budget office staff will work with school-based staff to ensure all students are aware of the changes in policy, and are able to access the courses.

FCPS anticipates challenges in providing "an uncapped number of dual-enrollment courses" due to the anticipated growth in the program. FCPS enrollment has grown by nearly 10% since SY 2018-2019; this growth has placed a strain on our ability to hire staff to meet the needs of growing enrollment. Due to the elimination of the costs for students, we anticipate significant growth in the Dual Enrollment program and are cautious and thoughtful about our capacity to provide "an uncapped number" of classes. FCPS is reviewing options to ensure we meet the needs of our students. This includes continued conversations with FCC as our primary dual enrollment partner to expand the number of FCPS teachers who are authorized to teach FCC courses in our high schools. We are currently in active conversations with FCC as we refine and reimagine our joint work, inclusive of updating our MOU agreements regarding dual enrollment.

Linked Artifacts:

Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

128. **CTE Programs**: Describe the LEA's current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:
   - Alignment of CTE programming to industry needs and
   - Strategic use of resources to support programs at all sites, whether that's at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

FCPS currently offers 40 CTE programs of study and anticipates the addition of a Dental program for FY2024.

Program Considerations: When FCPS considers a new program of study, discussion starts with the local Career and Technology Education Advisory Council made up of industry partners, Frederick County Workforce Services, Chamber of Commerce, and local post-secondary institutions. A formal evaluation is then conducted using the following criteria:
   - Is the program approved by MSDE or does it meet the state and federal definition of an approved CTE Program of Study (see Linked Artifact)?
   - Does the program offer value for our students through industry certifications and articulation agreements or dual enrollment opportunities?
   - Does local and state workforce data support the addition of this program?

- Is there student interest?
- What are the logistical considerations such as physical space, staffing, initial budget requirements, and recurring expenses and can FCPS support these costs?

Challenges: Our primary challenge is that the Frederick County Career and Technology Center (CTC) cannot meet student demand due to lack of space. Our intent is to continue to add additional opportunities in CTE at both the comprehensive schools and expand CTE options at the Career and Technology Center in the coming years by creatively looking at ways to acquire additional space and funding to hire additional staff.

Funding is another challenge for program expansion.Frederick is the fastest growing county in Maryland, yet our budget is not keeping up with growth. While state grants help us fund initial program costs, the lack of funding for increased staffing creates an additional barrier. We continue to seek new funding sources; however, they would need to be earmarked specifically to expand CTE staffing as well as programs.

The lack of appropriate industry certifications is also a challenge. Our industry partners have shared concerns regarding some of the approved MSDE-recognized industry certifications. While many approved industry credentials do align to industry needs (e.g., Maryland Board of Nursing Certification and ASE for Automotive), the Program Advisory Committees (PAC) and Local Advisory Council (LAC) have expressed frustration over certifications they believe do not add value or are not recognized locally. Examples include those that are approved for construction trades (NCCER), ACF Culinary, and Business Education (A*S*K*).

FCPS will convene a subcommittee of our LAC to assess the current list of certifications and make recommendations that support local markets. Lastly, we continue to evaluate options that are available and submit them to MSDE for approval.

Program Alignment: Over the past five years, we have updated all of our CTE programs of study to meet MSDE requirements of high wage, high skill, in-demand careers, and include MSDE industry certifications and/or college credit. FCPS currently offers CTE programs of study at our ten comprehensive high schools as well as the CTC. Students attend the CTC for a half day and their home school for the remainder of the day.

Strategic Use of Resources: To ensure equitable distribution of Perkins funding, documentation of programmatic needs is collected from conversations with MSDE, industry partners, administrators, and CTE teachers, throughout the school year to identify where upgrades are needed to meet curricular and industry certification standards. As the Perkins budget is built, this documentation is referenced along with Perkins data. Data analysis includes enrollment and performance by subgroup to evaluate equitable access and program needs. As we build the budget, items that will increase our programmatic data related to equitable access and other Perkins measures are given priority, followed by items needed due to changes in industry standards and programmatic needs that would enhance student learning. Lastly, dedicated local CTE funds are allocated to each comprehensive middle and high school to provide support for materials of instruction.

Linked Artifacts:

Pillar 3_Q128_MSDE_CTE Policies & Procedures

129.   CTE Programs by Career Cluster: Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

		Current				
Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprentice-ship (Y/N)	Industry-recognized credential (Y/N)
Arts and Communication	Interactive Media Production	1	Y	3	N	Y
Arts and Communication	Audiovisual Communications and Broadcast Technologies	1	Y	7	N	Y
Arts and Communication	Graphic Communications (PrintED)	1	Y	19	N	Y
Business Management and Finance	Business Management	11	Y	12	N	Y
Business Management and Finance	Accounting and Finance	10	Y	6	N	Y
Business Management and Finance	Business Administrative Services	10	Y	15	N	Y
Business Management and Finance	Marketing	11	Y	9	N	Y
Career and Research Development	Career Research and Development	10	Y	4	Y	Y
Career and Research Development	Apprenticeship Maryland Program	11	Y	varies	Y	Y varies
Construction and Development	Construction Design and Management CDM	10	Y	6	N	Y
Construction and Development	Construction Trades Professions - Carpentry	1	Y	3	N	Y
Construction and Development	Construction Trades Professions - Electrical	1	Y	10	N	Y
Construction and Development	Construction Maintenance Professions - HVAC	1	Y	13	N	Y
Construction and Development	Local Construction Maintenance - Welding	1	Y	8	N	Y
Consumer Service, Hospitality, and Tourism	Restaurant, Culinary and Catering Management	1	Y	9	Y	Y
Consumer Service, Hospitality, and Tourism	Careers in Cosmetology	1	Y	0	Y	Y

Consumer Service, Hospitality, and Tourism	Culinary Arts (ACF)	1	Y	18	N	Y
Environmental, Agricultural, and Natural Resources	Horticultural Services - CPH	10	Y	5	N	Y
Environmental, Agricultural, and Natural Resources	Agricultural Sciences and Operations	9	Y	2	N	Y
Health and Biosciences	Academy of Health Professions - Certified Nursing Assistant	1	Y	15	Y	Y
Health and Biosciences	Academy of Health Professions - Pharmacy Technician	1	Y	6	Y	Y
Health and Biosciences	Academy of Health Professions - Certified Clinical Medical Assistant	1	Y	12	Y	Y
Health and Biosciences	Academy of Health Professions - Physical Rehabilitation	1	Y	6	Y	Y
Health and Biosciences	Academy of Health Professions - Allied Health Dual Enrollment CNA	1	Y	15	Y	Y
Health and Biosciences	Academy of Health Professions - Dental Assistant	1	Y	12	Y	Y
Health and Biosciences	Biomedical Science (PLTW)	2	Y	8+	Y	college credit
Human Resource Services	Teacher Academy of Maryland	1	Y	10	Y	Y
Human Resource Services	Early Childhood Education/Child Care	9	Y	6	Y	Y
Human Resource Services	Homeland Security and Emergency Preparedness - Homeland Security Sciences	1	Y	9	N	Y
Human Resource Services	Early Childhood Education Child Development Associate - Preschool	9	Y	9	Y	Y
Human Resource Services	Navy Junior Reserve Officers Training Corps (JROTC)	1	Y	3	N	Y
Information Technology	Computer and Information Sciences	10	Y	15	N	Y
Information Technology	IT Networking Academy (CISCO) - CCENT	1	Y	15	N	Y
Information Technology	IT Networking Academy (CISCO) - CCNA Security	1	Y	15	N	Y
Information Technology	IT Networking Academy (CISCO) - CCNA Cyber Security Operations	1	Y	12	N	Y

Manufacturing, Engineering, and Technology	Drafting and Design Technology	1	Y	15	N	Y
Manufacturing, Engineering, and Technology	PLTW Engineering	3	Y	6+	N	
Transportation Technologies	Local Automotive Transportation Technologies	1	Y	0	N	Y
Transportation Technologies	Autobody/Collision Repair Technician (NATEF)	1	Y	16	N	Y
Transportation Technologies	Automotive Technology Maintenance and Light Repair- Plus (NATEF)	1	Y	18	N	Y

Linked Artifacts:

					Planned		
Career Cluster	**Program Name**	**Year of Implementation**	**Number of Schools**	**Coherent Sequence of Courses (Y/N)**	**Number of college credits available**	**Apprenticeship (Y/N)**	**Industry-recognized credential (Y/N)**
Health and Biosciences	Academy of Health Professions - Dental Assistant	2024	1	Y	Non-credit DE	Y	Y

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §21-204)

130.   Work-Based Learning and Apprenticeships: Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

FCPS' work-based learning program consisting of work study and internships is strong with over 1,500 participants each year. In addition to our Career, Research and Development program of study, many of our CTE programs have a work-based learning component built into the course sequence including the Academy of Health Professions, Teacher Academy of Maryland, and Child Development Associate. Other students participate in work study, internships, or the Apprenticeship Maryland Program (AMP) upon completion of their CTE program.

Last year (FY22), a full-time systemic Work Based Learning Coordinator was hired with the goal of focused efforts on recruiting AMP employers. However, despite concentrated marketing, ongoing employer visits, and working with our Chamber of Commerce and Workforce Services, we have only added four new AMP employers this year. This presents our greatest challenge. In fall 2022, 90 students applied for 10 openings. In speaking to our long-standing internship employers, they are happy to continue to mentor students, but are unable to commit to paying students - an AMP requirement. Other employers

who consistently employ students in paid work study are not interested in the long-term commitment of 450 hours or what they perceive as an intensive process of meeting Department of Labor requirements to gain AMP approval. To meet this challenge, FCPS must continue promoting Youth Apprenticeships with our local industries. Ideally, a large-scale statewide marketing effort for Youth Apprenticeship would be implemented to create greater awareness within industry sectors. Employer incentives would also help promote the program and expand business partnerships.

Program implementation is also a challenge; it requires a significant amount of time. Development of an efficient software program to facilitate the process would help overcome the challenge. User friendly software where businesses can post youth apprenticeship openings, students can apply, and a portal where school systems can access data, communicate with employers, and send evaluation documents would significantly help all stakeholders by adding consistency from county to county and simplify the process for all stakeholders.

Linked Artifacts:

131. **Industry-Recognized Credentials**: Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Over the past five years, all FCPS CTE programs have been updated and all but the Project Lead the Way Biomedical program culminate in industry certifications. However, the Biomedical program offers students the opportunity to earn college credit and many of our students are selected for coveted internships in labs at the National Cancer Institute or the United States Army Medical Research Institute of Infectious Diseases. Our greatest challenge is that there are additional certifications recommended by our industry partners that are not currently on the approved list. As we seek to expand new opportunities we look to changes implemented by the Accountability and Implementation Board's CTE Committee for guidance and hope that local workforce recommendations will be considered.

We are currently working closely with Frederick Community College to offer additional programs through dual enrollment in both credit and non-credit programs. We also plan to expand opportunities to provide additional tutoring to increase student success in industry certifications.

Linked Artifacts:

132. **Recruitment for CTE Programs**: Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

At the Career and Technology Center (CTC), current recruitment processes include marketing materials in English and Spanish that are shared with EL and special education teachers and are mailed to all ninth grade students at their home address. During the Career and Technology Center Open House and field trips, EL teachers, EL school counselors, EL instructional assistants as well as special education teachers and instructional assistants serve as advocates for special populations. CTE staff recently started working with special education and EL departments to create curricular resources that support learning for all students. Additionally, student ambassadors from CTC visit both elementary and middle schools to share program information and create awareness.

Recruitment for CTE programs in our comprehensive schools is supported systemically through our course guides, FCPS social media, and messaging to parents. At the high school level, student-produced videos and flyers are shared. CTC and CTE staff attend registration nights or elective fairs at each high school and student projects are displayed to promote hands-on, project-based learning. Individualized counseling ensures that all students are made aware of opportunities and career days and special events, such as the recognition of our Career Student Technical Organizations, contribute toward a greater awareness of CTE programs.

To expand upon current practice, we are rebranding our pathway marketing materials to include student-friendly posters to be hung in each middle and high school, CTE course schedule examples by program, and an update of our websites. Additionally, we see the career coaches (see Question 117) becoming experts on all CCR pathways which will enable them to inform students and their parents of all available career options available within our school system, our community college and local workforce.

Linked Artifacts:

133.   Enrollment and Support in CTE Programs: Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:
- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

FCPS provides CTE opportunities to all students, while also giving specialized support for those who have not met the CCR standard. Oftentimes the mathematical and technical reading aspects of CTE courses enhance students' practical understanding of concepts that are needed to be CCR. Non-credit programs offered through Frederick Community College will also allow access to course work that does not require CCR status.

FCPS provides bus transportation for students attending programs at CTC. Counselors at CTC work with school-based counselors to ensure that the scheduling process is smooth and does not impede student interest. In addition to programs at our CTC, each high school offers a variety of CTE programs including Agriculture, Apprenticeship Maryland, Business Education, Career Research and Development, Child Development Associate, Computer Science, Engineering, Construction Trades, and NJROTC.

CTE students currently receive direct instruction on career readiness skills including resume development, cover letter development, and interview skills. Students participate in career fairs, local college fairs, and tours where they gain valuable knowledge on programs of study, instructional support, and financial aid.

Instructional assistants, school counselors, special education, EL teachers, work-based learning coordinators, and classroom teachers work together to support students both in and out of the classroom and in their work-based learning placements. Student services meetings are held weekly at schools to track special population student progress and ensure that they have the support necessary to succeed. Work-based learning coordinators visit students at job sites and communicate frequently with employers so that if a problem arises at work, the work-based learning coordinator can intervene and help the student.

We will utilize the career coach positions to expand student support in creating additional career awareness through their presence in our classrooms and through individualized career counseling. See Question 117 for further information about career coaches.

Pillar 3: Equitable Access and Tracking

134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

In FCPS, we focus on accelerating learning for all students. Feeder collaboration occurs to review articulation and scheduling practices to ensure that tracking does not occur in our schools. Action steps are taken to eliminate opportunity gaps and address non-equitable scheduling practices. Systemic review of the data allows for a central analysis of student scheduling and results in conversations with school-based leaders to address access and tracking issues.

Academic data is reviewed three times a year. These data include iReady (both math and ELA) as well as centrally-created math and ELA benchmark assessments administered via Performance Matters. Culture and climate data are reviewed twice a year. These data include attendance, referrals, and suspensions. These data displays are disaggregated by school, grade (K-12), and student group. The team is able to analyze the data, discuss trends, and determine action steps to address areas of growth. Cross-departmental collaboration occurs when reviewing the data to ensure all members are part of the review and determination of action steps. Meeting members include curriculum, intervention, English learner, special education, equity, and school administration leaders.

In CTE, we ensure access regardless of CCR status and provide intervention to support student success. Ongoing data reviews including analysis of student data by subgroup is utilized to prevent opportunity gaps. FCPS staff utilize the mdctedata.org dashboard to monitor performance, technical skills, and enrollment for each student group to inform goal setting and the resources needed to meet those goals. Our shared time facility (Career and Technology Center) also monitors enrollment to ensure equitable access for all students (see Linked Artifact). Enrollment by subgroup when compared to the overall system data is typically within a few percentage points.

Linked Artifacts:

Pillar 3_Q134_CTC Enrollment Data

Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

135. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

N/A

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Program Advisory Committees (PAC) for each CTE Career Cluster (10)	Industry partners make up industry specific PAC committees. The committees review curriculum, serve as guest speakers, host field trips and mock interviews while also offering suggestions for equipment and supplies needed to enhance career training opportunities for students within their industry. PAC members often host work study students, interns, or serve as Youth Apprenticeship mentors and hire students upon graduation.	Minimum two times per year but most groups meet up to four times per year depending upon the pathway.
Frederick County Career and Technical Education Local Advisory Council	Made up of industry leaders, Frederick County Workforce Services , Chamber of Commerce, and post-secondary institutions. This council advises and supports CTE programs based on local workforce needs. The Council advocates for the implementation of new CTE programs of study and promotes apprenticeship opportunities throughout the county.	Minimum four times per year. Subcommittees meet more frequently.
FCPS/FCC Steering Committee	This group was formed to support Dual Enrollment opportunities and has expanded to include many topics of joint interest to our institutions, including workforce development.	Four times per year

Linked Artifacts:

Pillar 3_Q136_Stakeholder Engagement COMAR Title 21, Sec 101 21-101 Local Advisory Councils

Pillar 4: More Resources to Ensure All Students Are Successful

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.

Pillar 4, Objective 2: Improve the education of English Learners (EL)

4.2.2: Implementing the English learner workgroup recommendations

137. **Engagement and Communication with Multilingual Families**: How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:
- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

The Frederick County Public Schools (FCPS) English Learners (EL) Office uses a variety of strategies to facilitate communication and maximize engagement with English learner students.

Telephonic and In-Person Interpretation: FCPS contracts with 95 different interpreters speaking 11 different languages. The interpreters are hired to support family events, IEP meetings, community events, and parent teacher conferences. During the current school year, FCPS has supported 950 interpreter requests. A Coordinator of Interpreting Services works to recruit, hire, train, and coordinate interpreters and interpreting services across the system. In addition, the EL Office purchased a web application, Boostlingo, to support the process of scheduling and tracking interpreter requests. The web application also provides interpreting support for languages where FCPS is unable to find a contracted interpreter.

FCPS leverages a telephone interpreting service, the Language Line, to facilitate communication with multilingual families and community members. The service can be used before, during, and after school hours and is available to every FCPS school. During the current school year, FCPS staff have used the Language Line 5,529 times to communicate with families and community members in 26+ languages.

Translation: A full-time Spanish transcriber in the EL office translates systemic communications, important school-based announcements, the Student Handbook Calendar, and other documents or information families require. In addition, the Special Education department has a full time Spanish transcriber to interpret IEPs. Lastly, our Public Affairs department has on staff a full-time Spanish transcriber to interpret systemic communications, system-wide announcements, and any other communications which need translating.

Bilingual Facilitators: A Coordinator of Family Engagement and Partnerships in the EL office supports the work of school-based community liaisons, Community School coordinators, and community partners.

FCPS currently employs twenty bilingual community liaisons and instructional assistants. These staff are deployed to thirteen different schools to support English learner family engagement as well as instructional support in the classroom.

Two Spanish-speaking registrars in the EL office support student enrollments kindergarten through twelfth grade. A bilingual social worker supports students at six schools with large English learner populations. The social worker provides group counseling to qualified students, connects families to wrap around services, and collaborates with pupil personnel workers and Community Agency School Services workers. Lastly, the EL office has on staff a bilingual Language Assessment Specialist to coordinate with special education IEP teams who are working to support potential dual identified students.

The Student Services department, in collaboration with a community partner, hired two McKinney Vento Service Providers to support Spanish and French speaking students who are experiencing housing insecurities.

Digital Communication Applications: FCPS purchased a web-based application, Talking Points, which provides real-time communication support by translating texts into over 145 different languages. This tool provides a way for teachers and families to communicate about everything from student absences, to kudos from the classroom, and school-wide announcements. EL office administrators have access to a data dashboard to track usage and verify communications. During the current school year, FCPS staff and EL families have messaged through the application over 101,000 times.

English Learner Parent Outreach Engagement Activities: The FCPS school feeder pattern that serves the highest number of English learner students and families hosts monthly parent engagement events. The events are supported by interpreters and are a way for parents to learn about different elements of FCPS, provide feedback, express concerns, and give input into future work within our schools. In addition to these events, multiple English learner family engagement events are hosted throughout the year at a number of FCPS schools.

FCPS English learner leadership, in collaboration with our Public Affairs department, hosts an annual Hispanic Leaders Community Chat. This event brings Hispanic leaders from across the community together to discuss the current needs of the Latinx community in addition to sharing ideas on how to improve school system support for English learner families.

Four community schools, as defined by Blueprint legislation, were identified in FCPS. These four elementary schools serve over 50% of the elementary-aged English learner student population in FCPS. Each of these schools has a dedicated community schools coordinator who focuses on family communication and engagement. More about their work can be found in the community schools section of this Implementation Plan (Questions 144-148)..

Areas of Future Work: To improve upon our communication with, and engagement of, EL families, FCPS will:

- Expand the use of the web-based communication tool, Talking Points, to the entire system through the purchase of a system-wide license.
- Continue to recruit and hire interpreters to serve the growing number of languages spoken by our students and families.
- Collaborate with community partners, the Coordinator of Family Engagement and Partnerships, and the Supervisor of Community Schools to create an EL parent leadership academy.
- Increase the number of families engaging in school and community events through targeted, bilingual marketing, and interpreter support.

Linked Artifacts:

138. **Language Acquisition and Reclassification**: Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

FCPS uses a number of strategies to ensure the level of language acquisition necessary for academic success for our EL students, as well as to increase the number of students eligible for reclassification. The following strategies also support the work the EL office is doing to address concerns with long-term EL students.

Professional Development: The EL office equips EL teachers, mainstream/content teachers, school administrators, support staff, and others with professional learning on strategies for work with multilingual students.

An explicit focus on sheltered instruction and assets-based approaches to working with EL students allows for simultaneous language and content learning. This approach to instructional programming, and the accompanying professional learning for teachers, allows students to engage with complex academic content while also learning English. Through this work, teachers are equipped to teach grade-level academic content with embedded language support. Students, in turn, fully participate in the learning environment and, at the high school level, earn credit towards graduation.

EL professional learning varies based on audience, with differentiated options based on student population and educators' role. Specifically, EL teachers attend collaborative professional learning sessions throughout the year with EL program specialists. Content in these sessions is specific to second-language acquisition theories, assets-based instruction for multilingual learners, and instructional support for ELs in both their EL-specific and mainstream learning environments. New EL teachers receive additional PL support throughout the year to build their capacity for delivering high-quality language and content instruction.

Topics for mainstream teachers focus on Sheltered Instruction Observation Protocol (SIOP), translanguaging, and assets-based instruction for multilingual learners. Additional PL sessions for support staff and school leaders focus on those same concepts.

Overall, topics for EL and mainstream education staff in recent years have included:

- SIOP
- Mind Brain Education Strategies for English Learners
- The Science of Reading and the Impacts of Second-Language Acquisition
- Translanguaging
- Effectively Leading EL Programs Through an MTSS Lens

We support new EL teachers through a mentorship program that includes the following elements:
- In conjunction with RISE and Thrive through the Department of Organizational Development's Employee Induction and Professional Learning Office, EL mentor teachers meet with EL teacher specialists prior to the summer New Hire Symposium as well as monthly to determine the needs of new teachers prior to monthly meetings with new hires.
- New Teacher Forums are held virtually three times a year to support new teachers with EL practices, protocols, and updates.

Data Literacy Professional Development and Support: Approximately 24% of our EL students have been in U.S. schools for six years or more (source: Ellevation, downloaded 01.09.2023)**.** Because our EL students have the additional layer of progress in achieving English language proficiency data, we provide direct support to schools and offices in analyzing student data from a language development perspective in

order to plan for instruction, assessment, and programming. Professional development and support on data literacy has included the following:

- We have provided support to Title 1 schools that included the analysis of iReady Math, iReady Reading, and DIBELS data disaggregated by EL Status and English Language Proficiency.
- We have provided our Title 1 school principals target scores for ACCESS in SY23 as well as past growth data to identify students who are on pace to meet these goals and students who may need additional language development.
- Through our professional development sessions at schools, we have provided analyses of student performance in Listening, Speaking, Reading, and Writing domains; student demographics; and length of time in U.S. schools in order to inform planning and instruction.
- For our Title 1 Specialists and leadership at Hillcrest Elementary, where 54% of students receive EL services, we provided training on accessing student data through online platforms and using spreadsheets to analyze student data.
- In systemic meetings with central office leadership, we have provided analyses of beginning of year student academic performance disaggregated by student language proficiency and services in order to support systemic actions to accelerate learning and performance.

EL Teacher Specialists: EL Teacher Specialists have been trained in Teaching Walkthroughs Five-Step Guides to Instructional Coaching. This training gives them expertise in providing explicit instructional strategies to support classroom teachers.

EL Teacher Specialists are attending a 5-Module Teacher Specialist Training in Rosenshine's Principles in Action to improve teacher efficacy. The teacher specialists will explicitly model the principles with the intention of transferring the skills to teachers' work with students. In addition, EL Teacher Specialists visit schools upon administrator or teacher request as well as offer weekly office hours and keep a log of visits. Lastly, EL Teacher Specialists create a quarterly newsletter to disseminate reminders, updates, teaching strategies, and scholarly articles to all FCPS EL Teachers (see Linked Artifacts).

Elementary EL Programming: At the elementary level, a SIOP Elementary Language Arts Curriculum Crosswalk is being created to equip mainstream and EL teachers with resources to ensure EL students are accessing the ELA reading standards and curriculum.

The FCPS EL Supplemental Language Comprehension Instruction was created to provide language-rich Tier I reading instruction for students who need explicit instruction of foundational reading skills prior to them transitioning into another supplemental or more intensive intervention (See Linked Artifacts).

Spanish-speaking teachers in our Title I schools were provided with training on Lectura, the transadaptation of the DIBELS assessment. This training allows them to administer the assessment to our Spanish-speaking students, thus monitoring student literacy in their native language.

EL Elementary Itinerant/Singleton Teacher Meetings are held virtually once a month to create a space for this group of teachers to collaborate on pedagogical practices, curriculum, and scheduling.

The EL office created elementary newcomer resources to assist EL and mainstream teachers in welcoming and working with new students in their schools and classrooms (see Linked Artifacts).

Secondary EL Programming: At the secondary level, we provide language development instruction through a combination of EL-specific courses for new and beginning students as well as co-taught content-area courses for intermediate and advanced EL students. EL specific courses include EL English Foundations, English as a World Language, EL Science and Social Studies, and EL CCR Math Foundations. For EL students whose language acquisition is negatively impacted by

literacy skills, we offer EL Foundational Reading to provide explicit instruction in literacy. Co-taught courses include Algebra, Geometry, Social Studies, Science, and English Language Arts.

The EL office opened the *EL Foundational Reading Course* at four middle schools in SY23.This course uses the blended learning format to provide supplementary English literacy instruction for grades 6-8 EL students who have stagnant growth in the Reading domain. The instructional materials are Lexia's online, personalized PowerUp program in addition to high-interest, varied-Lexile, nonfiction, and fiction books that connect to the content areas. Instruction is personalized to improve students' reading comprehension, grammar, and word study skills (see Linked Artifacts).

The EL office provides instructional coaching for all mainstream teachers working with students who are learning English. EL office staff create hands-on, usable resources mainstream teachers can implement immediately with their English learner students (see Linked Artifacts).

At the secondary level, our EL teachers are often required to co-teach for the successful implementation of simultaneous language and content instruction for English learner students. The EL office facilitates middle school EL teacher meetings to support these teachers' unique roles. Each month, middle school EL teachers may attend a virtual 45-minute collaboration session where they review timely reminders, learn new research-based instructional strategies, share strategies they have successfully implemented, and ask questions specific to the singleton EL teacher role. The linked artifact is a chart of documents that can be printed to create a Co-Teaching EL Binder; the binder is intended to support singleton EL teachers with ready-to-go co-teaching resources (see Linked Artifacts).

This Secondary EL Newcomer Resources bank contains student-facing resources that support newcomer EL students during their first year at school. These resources are intended to foster a sense of belonging for newcomer ELs and help them develop a strong understanding of academic expectations and school routines so they can thrive during their journey to acquire language and learn content simultaneously. These materials are scaffolded for a beginner's English Language Proficiency (ELP) level and are categorized by these topics: Staff Tasks that Support Belonging, Contributing to Our School Culture, Learning About Our Community, Using Mind Brain Education Student Strategies, and Understanding Second Language Acquisition (see Linked Artifacts).

The EL office strives to empower students to take ownership of their learning by understanding the language acquisition process, setting goals for themselves, and preparing themselves to do their best. As EL students prepare for the annual English language proficiency assessment (WIDA ACCESS), our teachers engage in three interactive, ready-to-use lessons to support student agency. Lesson topics include Exploring Our Multilingual Talents and Reviewing the Language Acquisition Process; Demonstrating our Understanding of Reading, Listening, Speaking, and Writing Throughout the Test; Acquiring Test-Taking Strategies and Analyze ACCESS Scores to Develop Goals (see Linked Artifacts).

Linked Artifacts:

Pillar 4_Q138_A_EL_BoY Prof. Learning Elementary

Pillar 4_Q138_B_EL BoY Prof. Learning Secondary

Pillar 4_Q138_C_EL Teacher Communities of Practice Teacher Leaders Fall

Pillar 4_Q138_D_EL Teacher Community of Practice PL Fall

Pillar 4_Q138_E_New Teacher Professional Learning Fall

Pillar 4_Q138_F_Elementary School Staff SIOP Prof Learning

Pillar 4_Q138_G_Middle School Staff SIOP Prof. Learning

Pillar 4_Q138_H_HS Staff SIOP Prof. Learning

Pillar 4_Q138_I_FCPS EL Supplemental Language Comprehension Instruction Landing Page

Pillar_4_Q138_J_FCPS Newcomer Resources K-5

Pillar_4_Q138_K_EL Foundational Reading Course Overview

Pillar_4_Q138_L_Teacher Strategy: Storyboard Organizer

Pillar_4_Q138_M_Teacher Guide for Creating a Retrieval Grid

Pillar_4_Q138_N_Student-Facing Retrieval Grid

Pillar_4_Q138_O_Metaphor Map Instructions for Teachers

Pillar_4_Q138_P_Sample of a Task Differentiated for ELPs in ELA

Pillar_4_Q138_Q_Co-Teaching EL Teacher Binder

Pillar_4_Q138_R_Secondary EL Newcomer Resources

Pillar_4_Q138_S_Secondary WIDA ACCESS Student Preparation for SY23

Pillar_4_Q138_T_FHS Math Session 1

Pillar_4_Q138_U_FHS Math Session 2

Pillar_4_Q138_V_FHS Math Session 3

Pillar_4_Q138_W_FHS Math Session 4

4.2.3: Increase per pupil funding for English learners

139. **Alignment and Investment of Resources**: The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

FCPS uses local funding, Title III funding, and ARP ESSER funding to increase efficiencies in the allocation of talent, time, and resources to improve services for English learner students in the following areas.

Staffing: The EL office progress monitors the EL teacher to EL student ratio. Due to the nature of rolling enrollment across the school year, the EL office has autonomy to redeploy EL staff to schools with large enrollment jumps. The EL office proposed a significant increase in EL teacher staffing for SY24 to reduce teacher to student ratios across the system.

The EL office also proposed a complete decentralization of EL programming which would result in eleven schools receiving EL programs in SY24. The proposed expansion of the program prompted the EL office to request additional EL central office staff, EL counseling staff, bilingual therapists, and EL community liaisons to support the work.

High QualityTutoring: The EL office supports EL students with individualized tutoring needs through EL coaches (see Linked Artifact). The EL coaches work with students one-on-one or in groups no bigger than three on specific skill development, homework assignments, reteaching of difficult content, content specific language development, and writing skills.

The EL office hires school staff and retired EL teachers to serve as EL coaches and EL literacy coaches for students who request additional support or whose teachers have requested additional support on behalf of the student. EL coaches serve as virtual or in-person tutors for EL students who need additional support with a specific class or overall language acquisition. The EL coaches are currently funded through our ARP ESSER grant.

EL literacy coaches are in-person tutors who focus on developing foundational literacy skills for students who have significant gaps in literacy (see Linked Artifact). Literacy coaching sessions focus on building skills in phonemic awareness, alphabet identification, sight words, fluency, and comprehension. The EL literacy coaches work with older students who have very low literacy skills in both their home language and English. We also provide EL students who are Students with Interrupted Formal Education (SIFE) with EL literacy coaches. The EL literacy coaches are currently funded by ARP ESSER funds.

In an effort to support the ongoing literacy development of middle and high school EL students who struggle with foundational literacy skills, the EL office proposed in its FY24 budget to purchase a digital literacy development tool for EL teachers to use in a station rotation, blended learning model of instruction-at the secondary level.

One Way Bilingual Immersion Program: The FCPS EL Office established a One-Way Bilingual Immersion (OWBI) Program at an elementary school whose population is predominantly Spanish-speaking EL students. The program goals are to develop bilingualism and biliteracy while mastering grade-level academic content, and to offer the many cognitive and social benefits of multilingualism and multicultural competence to students. The essential features of the program are establishing strong literacy skills in English and in Spanish in the early grades and to produce fully bilingual, bi-literate students by the end of elementary school (see Linked Artifact)..

Linked Artifacts:

Pillar 4_Q139_A_EL Coaching and EL Literacy Coaching Explanation

Pillar 4_Q139_B_ EL Literacy Coach Job Description

Pillar 4_Q139_C_Job Description EL Coach

Pillar 4_Q139_D_ EL Coach Student Selection Guidance

Pillar 4_Q139_E_ One Way Bilingual Program Hot Sheet

Pillar 4, Objective 3: Improve education for students with disabilities

4.3.1: Improve education for students with disabilities using the increased per pupil funding

140. **Alignment and Investment of Resources**: The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

The FCPS Special Education department has secured a contract with an outside consulting firm, Public Consulting Group, to complete a comprehensive audit of special education programming, policies, and structures currently in place. The report is due by March 2023. This audit will assist in identifying areas of growth in the continuum of services, staffing, and professional development in special education. The comprehensive review will cover the following areas:

- Learning Environment and Specialized Services
- High Expectations
- Leadership
- Family and Community Engagement
- Human Capital
- Systems and Structures

The outcomes of this audit will be the catalyst for FCPS' next steps in discerning its use of talent, time, and resources in the area of special education. The audit will be used to determine our staffing, programming, and professional development with the goal of improving inclusivity and academic outcomes for students with disabilities.

Special Education Staffing: FCPS has increased staffing for special education teachers in alignment with increases in enrollment. Based on MSDE five-year trend data, FCPS is the fastest growing district in Maryland (see Linked Artifact, MSDE Accountability Update, slide 9). Given this growth, FCPS added 24 positions in FY23 and has proposed the addition of another 24 special educators in the FY24 budget.

FCPS has provided incentives to retain special education staff, including:

- Additional paid days, outside of contract, to complete paperwork related to the IEP process.
- Additional duty-free 90-minutes of planning time weekly to special education teachers and speech language pathologists.
- Options for substitutes during the school day to complete job duties.
- Increase in the work year and pay grade for
  - Special education department chairs/team leads (from 10- to 11-months)
  - Speech language pathologists (from 10- to 11-months)

All special education staff in our Pyramid and Expressions programs were increased from 10-months to 11-months. This includes teachers, teaching assistants, therapists, behavior support specialists, and Board Certified Behavior Analysts (BCBAs). Pyramid is a specialized program focusing on social emotional learning; Expressions is a specialized program focusing on functional communication. The increase in work year, particular for specialized programming, has allowed staff to collaborate, plan, and be responsive to student needs, as well as receive necessary professional learning. This endeavor has helped with recruiting and retaining staff in our programs.

FCPS hired a supervisor of behavior analysts, effective July 2022. The supervisor, who is a BCBA, provides technical, systemic behavior support and training of behavior interventions and strategies for compliance purposes. The position provides specialized expertise to define, measure, assess, and characterize behaviors; select and evaluate interventions and strategies; display and interpret behavioral data; and monitor behavior change. In addition to training staff in applied behavior analytic practices, the position also supervises BCBAs and Board Certified Assistant Behavior Analysts (BCaBAs). Lastly, the supervisor is also responsible for district oversight in the use of crisis strategies such as physical restraint. In addition to the Supervisor position, the FY23 FCPS budget funded 17 BCBA positions to support special education programs to address social, emotional, and behavioral needs of students.

The FY23 budget also funded three IEP facilitator positions. The IEP facilitator allows for school-based teams to receive support for paperwork, case-management, and IEP meeting needs to ensure instructional service time is protected. The IEP facilitator(s) are central office positions working directly in schools.

During the current school year, the FCPS Special Education department onboarded a data integration specialist to design, develop, test, debug, deploy, and maintain a centralized student data-centric system integration framework used with third party vendors and internal FCPS systems. This work directly aids in supporting compliance monitoring and accountability with special education processes.

Also during the current school year, a transition teacher specialist and digital portfolio coach were onboarded to ensure a transition first focus for students exiting FCPS to facilitate a successful transition from school to post-secondary life.

Additionally, FCPS has partnered with Mount St. Mary's University to grow our own BCBAs and special education teachers (see Linked Artifact). Funded through our Maryland Leads grant, the Grow Your Own BCBAs program is open to any FCPS employee with an undergraduate degree. The program allows staff to obtain a Master of Science in Applied Behavior Analysis or Add-On Track Option resulting in a certificate in Applied Behavior Analysis. The program includes fieldwork experience and participation in a clinical afterschool program that provides candidates with the required supervision hours needed to obtain their BCBA license. The Maryland Leads grant covers 100% of tuition costs and books needed for the program, as well as the costs of licensure exams. This is a two-year program; candidates are obligated to provide four years of service to FCPS upon their successful exit from the program.

The Grow Your Own Special Education Teachers program with Mount St. Mary's includes the same elements as described above, except that participants earn either a Master of Teaching in special education or a Bachelor's degree. The program is open to any FCPS employee, thus providing opportunities for paraprofessionals or others to enter into the teaching profession

Professional Learning (PL): During the current school year, the Special Education department provided the following professional development for inclusion and improving students' academic programming (see Linked Artifacts):

- A framework of Multi-Tiered System of Support (MTSS) and implementation of MTSS practices, including both academic and behavioral supports
- 2023 Beginning of the Year professional learning to all special education staff
- Professional learning on Supporting Students in the Classroom (Regulation 400-44 Physical Restraint and Exclusion Practices) for special education staff, regular education staff, and administrators
- Special education connections professional learning to all special education staff monthly
- Department chair/team lead quarterly professional learning
- Individual Education Program chairperson professional learning for administrators
- Professional learning to build capacity in Special Education department staff through quarterly department meetings and weekly with elementary and secondary teams

Additionally, 265 special educators have been trained in Orton Gillingham Plus, a structured literacy approach to specially designed instruction to support implementation of IEP reading goals related to phonics and phonemic awareness.

Other Areas: FCPS has made an investment in the use of augmentative technology to support Deaf and Hard of Hearing students through the use of speech to text software used in the school setting with or without interpreters, thus allowing for seamless integration into the learning environment. In addition, the Special Education department has worked with Technology Infrastructure and other FCPS departments to define integration processes, data mapping, and other aspects of the integration process.

High-Quality School Day Tutoring and/or Extended Learning Opportunities: FCPS, through our Maryland Leads grant for growing our own BCBAs and special educators, instituted an afterschool program for students with disabilities that supports students with functional communication needs at the elementary level (see Linked Artifact).

Additionally, time was built into elementary, middle, and high school daily for high-quality school day tutoring with specific time scheduled daily for students as they returned to school for in-person learning

after the pandemic school closures. High-quality school day tutoring began in the 2021-2022 and continues into the current school year.

<u>Future Work</u>: Plans for the future include the expansion of itinerant therapeutic/counseling services for students with disabilities to support social emotional/behavioral needs in the comprehensive school setting. Increasing the access to this service would allow FCPS to address student mental health/social emotional needs within their least restrictive environment. This work would include the following considerations:

- Creation of a Standard Operating Procedure for accessing itinerant therapy services.
- Creation of an evaluation process to identify student needs and determine eligibility for therapeutic services.
- Creation of a treatment plan template/protocol to allow for consistency of service implementation.

FCPS is considering the purchase or development of an online IEP system that can be customized to meet systemic needs regarding all aspects of the IEP process. A customizable online IEP system would allow FCPS to streamline processes, improve accountability/compliance monitoring, and simplify service provider case-management.

FCPS' FY24 recommended budget includes further enhancing the recruitment and retention of special educators, particularly in our specialized programs and the separate public day school. The budget includes funds to increase staff from 10- to 11-months in the three specialized programs that have not yet been upgraded. These programs include:

- SUCCESS, a transition-education program for students ages 18-21.
- Rock Creek, a special education day-school that serves diverse functional academic, medical and behavioral needs, for students ages 3-21 who have significant cognitive disabilities and are working on a Maryland High School Certificate of Completion.
- Learning for Life, a functional academic and life skills program that is currently housed in four elementary schools, five middle schools and nine of our comprehensive high schools.

Lastly, FCPS is considering the purchase of a MTSS online system that integrates with our student information system to ensure accurate and real-time progress monitoring and application of appropriate support by school teams.

Linked Artifacts:

Pillar 4_Q140_A_Maryland State Board of Education_Accountability Update 01-24-2023

Pillar 4_Q140_B_IL/Multipliers Meeting November 2022

Pillar 4_Q140_C_FCPS Behavioral and Academic MTSS Framework

Pillar 4_Q140_D_2023_August 2022 Welcome Back PL Days

Pillar 4_Q140_E_Regulation 400-44 Restraint and Exclusion Practices PL for special education staff

Pillar 4_Q140_F_Regulation 400-44 Restraint and Exclusion Practices PL for administrators

Pillar 4_Q140_G_Special education connections PL to all special education staff monthly

Pillar 4_Q140_H_Department Chair/Team Lead Quarterly PL

Pillar 4_Q140_I_Individual Education Program Chairperson PL for administrators

Pillar 4_Q140_J_PL to Build Capacity in Special Education Department Staff

141. **Identification of Students**: Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

FCPS has worked to improve and monitor identification (under- or over-identification) of students particularly as it relates to individual demographic groups through a variety of strategies.

The Special Education department has updated eligibility criteria for identifying a Specific Learning Disability (SLD) to align to a Pattern of Strengths and Weaknesses. The Patterns of Strengths and Weaknesses model refers to a thorough examination of a student's basic psychological processes (i.e., visual, auditory, memory, attention, etc.) using a range of information gathered through standardized assessment (WISCIV, WJIV Cog), criterion referenced assessment (DIBELS), and curriculum-based assessment tools. To qualify as a student with a SLD, s/he must display a measured weakness in one or more of the basic psychological processes related to the specific performance and/or achievement weakness (area of concern as reported by observation and assessment data). Students must also display strength in one or more unrelated or minimally related processes (see Linked Artifacts).

Previous eligibility criteria followed the severe discrepancy model which presented the following concerns:

- The model is not supported by decades of research.
- The model does not distinguish between low academic performance caused by SLD and low performance caused by lack of exposure to instruction/intervention.
- The model may delay needed intervention for students with SLD in younger grades, when not used in conjunction with a good MTSS model for providing intervention.
- The model uses a student's IQ, which is not a good predictor of response to intervention.

Lastly, the severe discrepancy model was especially problematic for our English Learners because it relies on strict cut-off scores, despite measurement error on all tests, and is inconsistent with COMAR when used as the primary method for identifying SLD.

The Special Education department's MTSS framework provides implementation practices and the implications for identification of students with disabilities. The department has provided professional learning to FCPS regarding MTSS.

The Special Education department has updated eligibility criteria for identifying an Emotional Disability to include Tier I, II, and III interventions attempted prior to the identification of a disability. Examples of tiers of interventions were added to the Emotional Disability eligibility worksheet for clear interpretation of eligibility criteria (see Linked Artifacts). Specific examples of tiered interventions are outlined below.

- Tier I: Class-wide behavioral expectations/system, social emotional learning programs, Restorative Practices, PBIS, mindfulness, trauma-informed approaches, culturally responsive practices
- Tier II: Counseling groups, individualized behavior charts/contracts, self-monitoring tools, planned breaks, student support teams, Restorative Practices, calming strategies and locations, Check-In Check-Out
- Tier III: Individual counseling, Functional Behavior Assessment, Behavior Intervention Plan, social stories, mentoring

Lastly, the district continues to monitor risk ratios in identification through an integrated approach while monitoring for continuous improvement (see Linked Artifact).

Future plans for work in this area include the development of a Standard Operating Procedure to outline the process for EL/multilingual students (identified through the MTSS/RTI process) who are suspected as having a disability and will be referred for special education testing. This will also provide details for students who can be tested in their native language to assess language dominance.

In addition, the Special Education department plans to expand options for assessing early learners to determine whether the presence of a disability exists. The Battelle Developmental Inventory, Third Edition (BDI-3) is one option that will allow teachers to more accurately, effectively, and fully assess a student's needs. Central office staff have received training on this assessment tool; therefore, expansion will occur with the purchase of assessment kits for each elementary school and training school-based staff.

Linked Artifacts:

Pillar 4_Q141_A_Specific Learning Disability Eligibility Worksheet

Pillar 4_Q141_B_Patterns of Strengths and Weaknesses SLD Eligibility Training 22/23

Pillar 4_Q141_C_SLD - Session 2 Pattern of Strengths and Weaknesses Practice

Pillar 4_Q141_D_SLD Eligibility Form Companion Document

Pillar 4_Q141_E_Likely Patterns of Strengths and Weaknesses for Students with a Specific Learning Disability

Pillar 4_Q141_F_Emotional Disability Eligibility Worksheet

142. **Effective Classroom Instruction**: Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

FCPS has strategically staffed special educators to schools with a caseload model. The elementary caseload range is 10-15 students and secondary is 15-20 students per special educator with a complexity factor of students who have structured literacy needs and intensive services in specially-designed instruction. This allocation allows for a menu of services to students that ranges from consultation, co-taught. push in, open resource, pull out resource, and specialized programming. The Special Education department trains school staff in the co-teaching model to allow for two teachers (general and special educators) the responsibility for a single classroom.

Each school year, FCPS works to share standards in master scheduling with a non-negotiable that supports collaboration and specific opportunities for co-planning between general and special education teachers.

Recommendations from the Special Education Audit currently being conducted will provide specific guidance with regard to teaching models and best practice scheduling. The Special Education department is drafting communication in collaboration with other departments for a "Resource Guide for Master Scheduling" per level that will incorporate best practices for scheduling student groups such as students with disabilities.

FCPS has worked to provide effective classroom instruction through the effective training of special educators. The Special Education department has provided a variety of support to all teachers of special education students. The department has provided licenses and professional learning for Unique Learning Systems and TeachTown to support access to resources and curriculum for alternate state standards. In addition, the department has purchased communication iPads for educators and support staff to utilize for authentic modeling, as well as provided training for staff on communication applications. Other

professional learning provided to ensure effective classroom instruction for all teachers of special education students is outlined below:

- August 2022 Training for all special educators and related service providers regarding updates to the special education process:
  - This training provided timely updates for Standard Operating Procedures, reporting services, Beginning of Year Checklist, Specific Learning Disability eligibility criteria, and Least Restrictive Environment considerations. Attendees included special educators and related service providers (i.e., speech language pathologists, occupational therapists, physical therapists, teachers of the deaf and hard of hearing, vision itinerants, social workers, etc.).
- Quarterly Special Education Department Chair Training: Held for chairs from each FCPS school. The training focus has been on compliance (i.e., Standard Operating Procedures and monitoring) and specially-designed instruction. Department chairs are responsible for sharing this learning with their school-based teams to build teacher capacity (see Linked Artifacts).
- Quarterly IEP Chairperson Training: Provided to IEP chairpersons to assist in effective facilitation of IEP meetings, focusing on a review of Standard Operating Procedures, compliance monitoring, updated regulations, and IEP processes (see Linked Artifacts).
- New Hire Symposium for Special Education: An annual training, held prior to the start of the school year, is offered to all newly-hired FCPS special educators and related service providers. The three-day training reviews IEP processes and FCPS systemic resources and practices. It focuses on IEP development and implementation with the review of an exemplar standards-aligned IEP. It also provides hands-on training with the online IEP system (see Linked Artifacts).

FCPS provides professional learning to staff on evidence-based instructional practices, including Bowman Orton Gillingham Plus and structured literacy intervention. At least one staff member has been trained at each FCPS school, with a total of 170 teachers trained to date. In addition, 14 central-based staff have been trained to provide backup services, coaching, and support. To date, a total of 379 FCPS students have been enrolled in this intervention.

Lastly, the Special Education department offers an MSDE Course, Special Education Connection: Time to Reconnect, Reignite, and Revolutionize. This class meets monthly and provides an opportunity for staff to engage in professional learning while earning MSDE credit. Participants join a live session each month or view the recorded session/screencast and complete a job-aligned task corresponding to the number of course credits. Participants seeking credit complete the requirements each month from November through May, and have the choice of completing a personalized credit pathway for the following:

- 1 Credit: Explore Training and Resources
- 2 Credits: Engage in Work Aligned Tasks
- 3 Credits: Reflections on Work Aligned Tasks

Currently, the MSDE course has 93 enrolled FCPS staff participants including special educators, speech language pathologists, Augmentative Communication Technology Team (ACTT) team members, teacher specialists, and administrators. Staff represent all levels, including 25 elementary schools, 11 middle schools, seven high schools, and three special programs/schools (see Linked Artifacts).

Supporting General Education Teachers: School-based special education teaching staff and their administrators, with support from a special education central specialist, provide site-based professional learning regarding instruction to special education students through teamings with general educators. These teamings include the Accelerated Learning Process (ALP), professional learning, student data teamings, and review of how to implement the snapshot of each student's Individual Education Program (IEP) or 504 plans. Literacy and math specialists, released positions in every school, also provide job-embedded professional learning for general and special education teachers at each school site, with a focus on differentiated instruction to meet the needs of all students. Monthly full-day professional learning with literacy and math specialists develop their capacity to lead job-embedded professional learning and ALP in their schools.

Resources: The Special Education department has secured curriculum and resources to provide specially-designed instruction to students with social emotional needs. These resources include:

- *Skillstreaming the Elementary School Child* by Ellen McGinnis (Prosocial Skills)
- *Skillstreaming the Adolescent* by Ellen McGinnis (Prosocial Skills)
- *Unstuck & On Target* by Lynn Cannon, Lauren Kenworthy, Katie C. Alexander, Monica Adler Werner, and Laura Gutermuth Anthony (Executive Functioning Skills)
- *Thinking about You, Thinking about Me* by Michelle Garcia WInner (Perspective Taking Pragmatics)

In addition, the Special Education department has secured resources to provide specially-designed instruction to students with decoding deficits, including (see Linked Artifacts):

- *A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition* by David A. Kilpatrick
- Multi-modal resources that include sound box mats and chips, pop-bubble fidgets, sylla-boards, sensory letters, mini-mirrors, bean bags, and guided reading strips.

Lastly, Summer Curriculum Writing Workshops have provided opportunities for special educators and general educators to create resources to be utilized for specially designed instruction. Recent summer curriculum writing focus areas have included:

- Essential Elements: This workshop created curricular resources, lessons, supplementary aids, and data collection tools aligned to the Essential Elements for students who accessed alternate state standards.
- Data Collection: This workshop created data collection tools and data analysis tools to assist with effective and streamlined progress monitoring of IEP goals and objectives.

College and Career Readiness (CCR): To address CCR requirements for students with disabilities, FCPS is working with our local community college for inclusive higher education opportunities for students with disabilities who would not otherwise attend a college. In addition, we offer transition field experiences to high school students with significant cognitive disabilities to incorporate access to post-secondary skills, such as cooking, budgeting, etc. Lastly, dual enrollment with the local community college is available free of cost to all students, including students with disabilities.

Other Activities: To ensure that all teachers of special education students can provide effective instruction, the Special Education department has developed a Standard Operating Procedure for Supporting Students and Schools when considering a change of Least Restrictive Environment. The procedure includes a flowchart for accessing specialized, targeted support from the Special Education department; a Student Referral Request Form to track referrals and student need; planning worksheets that outline criteria for specialized programs to better align student needs to program offerings; and entrance procedures for reviewing student needs, identifying aligned programs, and accessing support for LRE consideration (see Linked Artifacts).

Lastly, the Special Education department has created Standard Operating Procedures that clearly outline processes, including:

- Guidance for Students with Disabilities Returning from being Home Schooled
- Enrolling Students Accessing Walk-In Services

Future Work: Future plans to ensure that all teachers of special education students can provide effective instruction include the expansion of available resources for specially-designed instruction in math and written language. This would include the provision of curricular interventions and/or resources to implement specially-designed instruction. It would also include training of special education staff to increase teacher capacity and efficacy with specially-designed instruction in the areas of math calculation,

math problem solving, written language expression, written language content, and written language mechanics.

In collaboration with the Organizational Development department, the Special Education department will create a micro-credentialing program specific to special education to allow teachers to hone their craft and build their capacity. Special educators require professional learning to develop their craft, refine practices, and understand their impact on collective efficacy of the IEP team. The Special Education Micro-Credentialing program would provide state-of-the-art professional learning aligned to the National Board for Professional Teaching Standards to current and prospective special educators.

The Special Education department will create Exit Criteria for Specialized Programs to identify if a student has successfully accessed services within an enrolled program to maximize progress. Exit Criteria will allow IEP teams to identify if a student requires a different continuum of services to continue progress aligned to his/her identified needs.

FCPS will expand the continuum of services offered to include a specialized program focused on supporting students with needs in the areas of social emotional/behavioral, executive function, and pragmatic communication. This program will provide increased service options for students who may benefit from a smaller classroom setting, higher staff to student ratios, and access to inclusive opportunities while growing their skill set in the identified areas of social emotional/behavioral, executive function, and pragmatic communication.

The Special Education department will continue to create/expand Standard Operating Procedures to ensure service delivery and instructional opportunities are maximized.

Given the increase in newly hired special education staff, some of which are conditional, FCPS will provide comprehensive differentiated professional learning for the 2023-2024 school year to general education teachers, per curriculum content (e.g. English, Mathematics, Physical Education, etc.) at the start of the school year and ongoing, through job-embedded coaching support in –

- Disability awareness
- Collaborative planning processes with specialists and special education teachers
- MTSS Tier 1 universal instruction that includes high-leverage classroom instruction strategies to meet the needs of all learners, including those with disabilities
- Positive behavioral supports, less intrusive de-escalation practices in instruction, and trauma-informed instructional practices
- Understanding of the role of the general educator in instruction to students with disabilities
- Instructional accommodation and supplementary aids and services implementation

Linked Artifacts:

Pillar 4_Q142_A_Special Education Updates for 2022 - 2023

Pillar 4_Q142_B_November 2022- Department Chair PL

Pillar 4_Q142_C_IEP Chairperson Training for New Administrators- August 2022

Pillar 4_Q142_D_IEP Chairperson Training for Returning Administrators- August 2022

Pillar 4_Q142_E_IEP Chairperson PL- November 2022

Pillar 4_Q142_F_IEP Chairpersons PL- January 2023

Pillar 4_Q142_G_MSDE Course - Syllabus and Linked Presentations

Pillar 4_Q142_H_Special Education New Hire Symposium 2022

143. **Disciplinary Data and Practices**: What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

FCPS has worked to improve disciplinary data and practices for students with disabilities to mitigate discriminatory discipline practices in multiple ways. Current work is outlined below.

Preventative Supports: FCSP has developed a framework of Multi-Tiered Systems of Support (MTSS) to ensure that decisions are informed by research and that each and every learner is seen, heard, known, and supported. We have updated training for crisis prevention to allow de-escalation to occur in a safe, less intrusive manner and have added Ukeru and The Mandt System to our toolbox of de-escalation strategies.

Ukeru is a safe, comforting, crisis management technique developed by and for behavioral health caregivers and educators. The main components of the Ukeru program include verbal and nonverbal communication, managing and de-escalating conflict by converting/diverting aggression, building an environment focused on comfort versus control, and recognizing the traumatic experiences of individuals who receive services for developmental, behavioral, and mental health needs. FCPS trained all Rock Creek staff, Expressions, and additional staff from specialized programs on Ukeru in summer 2022. Ongoing fidelity checks and continued coaching in Ukeru to school teams occurs with FCPS-certified Ukeru trainers. All new teachers at these locations are onboarded with Ukeru training.

In addition to Ukeru, FCPS will train staff in The Mandt System, a behavioral crisis interaction program, beginning in March 2023. The Mandt System gives teachers tools to manage themselves and helps them teach others to manage their own behavior, recognizing the early warning signs of potentially violent behavior and intervening proactively through de-escalation techniques and positive behavior supports. Nineteen special education and student services staff have been trained as trainers of the Mandt System.

The Special Education department has provided professional learning focused on disciplinary practices and disproportionality of students with disabilities to school staff and administrators. Lastly, we have partnered with two community-based nonprofits to provide therapy dogs in schools to decrease student and staff stress and to increase student engagement, upon request by principals.

Response Strategies: FCPS has updated its practices regarding Restraint, Seclusion, and Exclusion (see Linked Artifacts). These updates are outlined below.
- Created an electronic reporting system to monitor restraint and seclusion data and systemic responses to incidents, in collaboration with Maryland State Department of Education (MSDE). This allows real-time monitoring of any instances of restraint used; therefore, timely debrief and review of supports is able to occur.
- Revised Regulation 400-44 (Physical Restraint and Exclusion Practices) to ensure that schools have a safe, healthy, and inviting climate where desired learning and development can occur.
- Developed and implemented systemwide professional learning on the revised use of restraint and exclusion with the ban of seclusion. This allows for consistent understanding of terminology, practices, and expectations for all FCPS staff.
- Created a process, Coaching for Behavior Support & Discipline of Students with Disabilities, to support schools in navigating behavioral needs of students. The special education leadership team is available for coaching on behavior support and discipline of students with disabilities in the following areas:
  - Proactive consultations and technical assistance related to behavioral interventions and program modifications at the onset of behavior

○ Support in the disciplinary processes of students with disabilities to ensure fidelity with mandated instruction and compliance expectations
● Revised the Functional Behavior Assessment and Behavior Intervention Plan process and documentation to allow for more timely and accurate data collection, analysis, and support of student behavioral needs.

Future Work: Future plans to mitigate discriminatory discipline practices for special education students includes:
● Conducting book studies to review disciplinary practices and restorative practices:
  ○ *The Restorative Practices Handbook: For Teachers, Disciplinarians, and Administrators* by Bob Costello, Joshua Wachtel, and Ted Wachtel
  ○ *Solving Disproportionality and Achieving Equity: A Leader's Guide to Using Data to Change Hearts and Minds* by Edward Fergus
● Improving monitoring systems of suspension rates and reasons through reporting services with a Data Integration Specialist.
● Developing a structured process for objective decision-making regarding suspension and expulsion.

Linked Artifacts:

Pillar 4_Q143_A_DSE Coaching for Behavior Support & Discipline of Student with Disability

Pillar 4_Q143_B_Regulation 400-44 (Physical Restraint and Exclusion Practices

Pillar 4_Q143_C_Updates to Special Education Processes Related to Restraint- August 2022

Pillar 4_Q143_D_Special Ed - Supplemental Training for Supporting Students in Your Classroom-11.20.22

Pillar 4_Q143_E_FBA To Do List

Pillar 4_Q143_F_Functional Behavior Assessment

Pillar 4_Q143_G_Behavior Intervention Plan

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.

Blueprint Requirement (MD Code, Educ §9.9–101)

144. **Current Community Schools**: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
2308	Butterfly Ridge Elementary School	Y	Y
2302	Hillcrest Elementary School	Y	Y
0204	Lincoln Elementary School	Y	Y
2403	Waverley Elementary School	Y	Y

145. **Staffing the Community School Coordinator Role**: For those schools without a full-time Community School Coordinator, describe the LEA's plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

The community school coordinator position was advertised multiple times electronically to all certificated staff members. Staff members who were interested in the position had opportunities to talk to central office supervisors and principals associated with the community schools (see Linked Artifact).

The required qualifications for this position were adjusted this school year to ensure candidates have at least three years of successful experience as a teacher, school counselor, school psychologist, school therapist, pupil personnel worker, or administrator, and that they have an Administrator I certificate. Ensuring that the candidates have multiple years of experience in a school ensures that they are familiar with the school environment, have interacted with families and students, and have experience planning in educational leadership and team management.

The requirement of an Administrator I certificate guarantees that candidates have taken classes that focus on leadership, communication, planning, management, and ethical decision making – all skills necessary to be an effective community school coordinator. With this experience, the community school coordinator will be equipped to handle necessary tasks such as budget management, staff evaluations and observations, hiring, and task management. Ensuring that staff have adequate skills to meet the demands of the job helps to ensure that they are comfortable in the position and ultimately staff in the position, thus assisting with retention efforts.

With the higher expectations for certification, the salary of this position is on the FCPS administrative scale and is a 12-month position. Both the higher administrative salary and full year employment assist with retention efforts. The requirements of this position also allow staff interested in school leadership another pathway toward this goal. This role provides a unique opportunity for leadership growth and collaboration while creatively and innovatively solving community and educational challenges and using community and school resources to find solutions.

The FY23 FCPS budget included a locally-funded position, supervisor of community schools (see Linked Artifact). This position provides coaching, training, guidance, support, and resources to our community school, and assists in removing systemic barriers, thus allowing the community school coordinators and their school teams to effectively implement the community school model. The supervisor of community schools collaborates with building principals in supervising the community school coordinators (see Linked Artifact). In addition, the supervisor organizes monthly job-embedded professional development opportunities for the community school coordinators (see Linked Artifacts). This monthly meeting helps to

foster a strong network amongst the coordinators. Having a support system fosters a sense of belonging, provides another layer of support to the community school coordinators, and is another strategy promoting retention of our coordinators.

Linked Artifacts:

Pillar 4_Q145_A_Community School Coordinar Position Description

Pillar 4_Q145_B_Supervisor of Community Schools Position Description

Pillar 4_Q145_C_Community School Meeting Dates

Pillar 4_Q145_D_Supervisory Role Clarification

Blueprint Requirement (MD Code, Educ §5–203)

146. **Providing Access to a Health Care Practitioner**: For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

Our health care practitioners are hired and managed by the Frederick County Health Department. All schools have access to a qualified health care practitioner. In addition to the base health staff that each school receives, each community school has a health technician as well as a community nurse (see Linked Artifact). Two of our community schools share an additional nurse who provides supervision and delegation of nursing tasks to the health room technician. Having this delegating nurse helps to ensure that the community nurses are able to provide extended wrap-around support and health care to meet the needs of the school and community. The delegating nurse floats between the community schools to ensure that there is coverage in the health room when our nurses flex their hours to attend and provide healthcare at after-hours wraparound services organized by our community school coordinators. Community school nurses work flexible hours to ensure that there is coverage for wraparound services for students and families. Our community school nurses are also 11-month employees, ensuring that they can participate in summer programming.

Linked Artifacts:

Pillar 4_Q146_Community Nurse Job Description

Blueprint Requirement (MD Code, Educ §9.9–102)

4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies

147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through community schools needs assessments.

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Vision to Learn	Vision screening for every student and glasses for students in need	Hillcrest & Waverley Elementary Schools	K-5	Students	Existing Will expand to other community schools next year	2022-2023
Ausherman Foundation	Provide vision screening for every student and glasses for students in need	Hillcrest & Waverley Elementary Schools	K-5	Students	Existing Will expand to other community schools next year	2022-2023
Warby Parker	Provide vision screening for every student and glasses for students in need	Hillcrest & Waverley Elementary Schools	K-5	Students	Existing Will expand to other community schools next year	2022-2023
Johns Hopkins	Provide vision screening for every student and glasses for students in need	Hillcrest & Waverley Elementary Schools	K-5	Students	Existing Will expand to other community schools next year	2022-2023
Frederick County Health Department	Provide vision screening for every student and glasses for students in need	Hillcrest & Waverley Elementary Schools	K-5	Students	Existing Will expand to other community schools next year	2022-2023
Advanced Behavioral Health	Immediate mental health support to students	Hillcrest Elementary School	PK-5	Students Families	Existing	2022-2023

We have a number of community organizations who support our schools. The partnerships listed above were created this year and have an official MOU created specifically with the community schools. The community school coordinators at all four schools are new to their positions. In addition, the Supervisor of Community Schools position is new effective July 2022. Because of this, we are conducting new needs assessments at all four schools. Based on our needs assessment data, we anticipate having additional partnerships in place for the 2023-24 school year. The Linked Artifact, below, is the Annual FCPS Partnership Report that lists the district's partners. We will capitalize on these partnerships to build upon what is currently in place at our community schools. In addition, several organizations are currently working with our schools on partnerships that are not listed in the report include Frederick Community College, Global Necessities, Maryland Food Bank, and Hood College.

148. **Consolidated Funding Plans (Required question for LEAs with 40 or more community schools)**: LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

Not applicable; FCPS currently has four community schools.

Linked Artifacts:

Pillar 4, Objective 5: Enhance student health services

4.5.1: LEAs shall employ behavioral health coordinators

Blueprint Requirement (MD Code, Educ §7–447)

149. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
Lynn Davis	Coordinator of Mental Health	Supervises FCPS licensed mental health staff, oversees the behavioral threat assessment process, ensures access to behavioral health supports (as recommended), oversees mental health partnerships, and facilitates professional learning for staff.

150. Appointing a Behavioral Health Services Coordinator: Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

This position was filled in October 2018. Lynn Davis, LCPC, currently serves in this position as the Coordinator of Mental Health Services. It is an administrative level position, thus allowing for a competitive salary that will attract future candidates, when necessary. The position description for the Coordinator of Mental Health Services is attached as Linked Artifact. The current position description is under active review to ensure any emerging or new responsibilities associated with the Blueprint are incorporated. This reclassification review process ensures that we continue to honor the skills and dispositions necessary in the role and provide fair, equitable, and competitive compensation.

Linked Artifacts:

Pillar 4_Q150_Coordinator of Mental Health Services - 2018

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports

151. Supporting Students' Behavioral Health: Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

The behavioral health needs of our students currently exceed staff capacity in both volume and intensity across all grade levels. Frequency and intensity of behavioral challenges have negatively impacted the culture and learning environment of our schools, and at times jeopardize the safety of students and staff. These concerns have been magnified as a result of the recent COVID-19 pandemic. School staff with behavioral health expertise are at a shortage, and our community partners do not have the capacity to address the impacts of trauma in a timely manner.

We continue to prioritize behavioral health positions in the FCPS operating budget to address these increasing needs. Additionally, we have enhanced community partnerships to provide in-school therapeutic support for students, doubling the number of providers authorized to access students in school during the school day.

FCPS has increased staffing for school-based social workers by 150% in the past two years, from 4.0 to 10.0 FTE positions.These social workers maintain formal partnerships with community behavioral health agencies and provide interim counseling support for students, as needed.

The FCPS school staffing formula, which includes multiple complexity factors, has resulted in significant increases in school counseling and behavior support positions over the last four years. School psychologist positions have increased by 35% (from 28.5 to 38.5 FTE positions) in the past four years. We have prioritized high needs elementary schools by dedicating a full-time psychologist to provide comprehensive school psychological services.

Pupil personnel worker positions have increased by 55% (from 9.0 to 14.0 FTE positions) in the past four years. Funds provided due to the COVID-19 pandemic were utilized to develop individual and group bereavement counseling services and trauma therapy for uninsured students. FCPS has also developed a hospital transition program, Next STEPS, for secondary students returning from a hospitalization due to behavioral health needs.

Alternative educational opportunities have been expanded or enhanced for students at all school levels. At the elementary level, the Delta program has been expanded to five regional sites serving a total of 16 schools. Delta supports students in K-2 who are not responding to building level behavior interventions and are struggling to demonstrate age-expected social regulation. Other enhancements at the elementary level include music and animal-assisted therapy.

Examples of secondary enhancements include leadership development, therapeutic supports, professional learning, trauma informed care, service learning opportunities, and positive behavioral support initiatives.

Linked Artifacts:

152. Behavioral Health Screening: Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

Proactively, FCPS utilizes formal and informal screening measures. Examples of formal measures include the DESSA min- screener, which is being used by nine elementary schools with dedicated school psychologists to assess areas of need. Pending final budget approval, it is anticipated that this will expand

to eleven elementary schools in the 2023-2024 school year. We are exploring behavioral health screening tools to utilize in all elementary schools. Additionally, the secondary health curriculum includes Signs of Suicide which incorporates a screening tool. As this class is a graduation requirement, all high school students will utilize this screening tool during their high school experience. Informal screening measures utilized in all schools include school counseling needs assessments, which are used to assess the needs of students and guide services.

In response to identified behaviors of concern, behavioral threat assessments are completed by a multidisciplinary team. Subsequently, behavioral health needs are addressed as recommended by the team using FCPS staff and community resources. In response to identified threats of self-harm/suicide, FCPS mental health staff complete an interview that includes recommendations for further support.

Linked Artifacts:

153. Behavioral Health Services: Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

FCPS behavioral health service providers include pupil personnel workers, school psychologists, school counselors, behavior support specialists, Community Agency School Services (CASS) social workers, therapists, and Board Certified Behavior Analysts (BCBAs). Together, FCPS behavioral health staff provide the following services:
- Individual and small group counseling - based on individual and group needs. Topics include leadership development, grief, divorce, healthy relationships, etc.
- Individualized behavioral support - Tier 3 behavioral strategies generally documented in a behavior support plan or behavior intervention plan.
- Trauma-competent therapy - as recommended, based on trauma history and ACES exposure.
- Case management- providing direct service to students in secondary schools and connections to wraparound services for families, as needed.

Our CASS social workers manage partnerships with eight community agencies approved to provide behavioral health services to students in school settings, during the school day. In addition, the CASS Social Workers have access to grant-funded therapeutic services for uninsured students via contracts with four approved agencies, as well as individual and group bereavement counseling for students with two approved agencies.

Behavioral health services provided by community partners include the following:
- The Frederick County Health Department
  - Provides substance use screenings at no cost to students
  - Provides in-school art therapy/support groups for students with substance-involved family members (Kids Like Us)
  - Provides after-school prevention activities (On the Mark)
- The Mental Health Association
  - Collaborates with FCPS to address behavioral health crises of students through a walk-in crisis evaluation and counseling service.
  - Provides professional learning workshops for staff and caregiver groups on topics related to youth mental health.
- The Local Care Team consists of a large group of stakeholders from community behavioral health providers and content experts.
  - Assists families experiencing complex behavioral health-based concerns.
  - Nearly 100% of the referrals to this team come from FCPS.

Linked Artifacts:

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

Pupil personnel workers, school psychologists, school counselors, behavior support specialists, and CASS social workers employ a multi-generational approach, focused on students and their adult caregivers, to obtain behavioral health support for students. They connect respectfully with caregivers "where they are" to learn about family needs and barriers to service access. They work collaboratively with families to mitigate barriers and ensure choice and connection to services. The FCPS Department of Student Services team members are often the staff identified to engage parents/caregivers regarding student behavioral health concerns and available support.

Linked Artifacts:

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

Blueprint Requirement (MD Code, Educ §6–122)

155. Behavioral Health Training: How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

FCPS requires that each employee who works directly with students meet annual training requirements. This includes instructional, food service, transportation, and custodial, and support staff. Training topics include guidance for supporting students in the following areas:

- Suicide/self-harm
- Bullying/harassment/intimidation
- Gender identity
- Child abuse
- ACEs
- Handle with Care
- Equity
- De-escalation

Training formats include online modules. Additionally, in-person support is provided as requested by school principals. Completion of training in these topics is monitored via the Unified Talent platform under the supervision of the Organizational Development department.

Linked Artifacts:

Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

156. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

N/A

Linked Artifacts:

Pillar 4: Stakeholder Engagement

157. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Advanced Behavioral Health	Therapy and bereavement counseling	Weekly
Sheppard Pratt Outpatient Mental Health Services	Therapy	Weekly
Orenda Center of Wellness	Therapy	Weekly
New Vision Counseling Center	Therapy	Weekly
KTS Mental Health Group	Therapy	Weekly
Thrive Behavioral Health	Therapy	Weekly
Child Advocacy Center	Therapy	Weekly
Kindred Tree Healing Center	Therapy	Weekly
Trauma Specialists of Maryland	Therapy	Weekly
Frederick Health Hospice	Therapy and bereavement counseling	Weekly
Frederick County Health Department	Substance use screening	Bi-monthly
Mental Health Association	Crisis intervention services	Bi-monthly
States Attorney's Office	Truancy Reduction Council	Bi-monthly
Student Homelessness Initiative Partnership	Basic needs, counseling support	Daily
Go Team Therapy Dogs	Crisis support	Weekly
Children of Incarcerated Parents	Parenting education, basic needs	Monthly
Spanish Speaking Communities of Maryland	Counseling, case management, parent education	Weekly
Global Necessity	Family connections, parent education	Weekly

Linked Artifacts:

Pillar 5: Governance and Accountability

Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

158. **Authors of the Blueprint Implementation Plan**: Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

In FCPS, the coordination of the Blueprint Implementation Plan resides in the Office of the Chief of Staff. This ensures that there is adjacency to the Office of the Superintendent and consistent elevation and prioritization of the Blueprint work at the Cabinet level. The Chief of Staff leads the coordination of the work with three cross-office colleagues from the Public Affairs and Finance/Budget offices to ensure representation from both the operational and academic work, as well as perspectives that include a focus on community engagement, funding, and budget. These four individuals comprise the Blueprint Leads Team.

The Blueprint Leads Team utilized a Steering Committee model to design and deploy the work (see Linked Artifact). This included the following key tenets:

- Identifying five subcommittees, each led by two or three subject matter experts in the identified pillar area. There was one subcommittee per pillar, with the exception of Pillar 3, which was broken into two parts (3A and 3B) to focus on CCR and CTE separately. Pillar 5 did not include a subcommittee, but was managed by the Blueprint Leads Team.
- Pillar co-chairs were the primary authors of the implementation plan, with input from their committee membership.
- Each committee analyzed the implementation plan template and assigned questions to appropriate individuals, by area of content matter expertise. Additional perspectives and input were gathered throughout the drafting stages of plan development.

One area that we would like to develop in future years is the strategic engagement of focused stakeholder groups. While members of many of these stakeholder groups serve on some of our pillar workgroups, we feel there is an opportunity to further expand our engagement. This will include the Racial Equity Committee, Special Education Citizens Advisory Committee (SECAC), Citizens Advisory Council (CAC), and the Career and Technical Education Advisory Council. We will continue to include school-based and central office staff that represent a range of employees, including support staff, certificated/teacher staff, and administrators. We are also considering implementing an approach that solicits volunteer members through a targeted invitation to underrepresented groups, such as families of students who are the direct beneficiaries of the Blueprint efforts inclusive of English learners, students with disabilities, early childhood, and students pursuing a range of college, career, and technical pathways. This expanded engagement with stakeholders will strengthen FCPS' Blueprint implementation and yield strong results for students and the community.

Linked Artifacts:

PIllar 5 Q158 Blueprint Steering Committee Overview

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Sarah Sirgo	Chief of Staff, Blueprint Implementation Coordinator	Central Office Leadership
Leslie Pellegrino	Chief Financial Officer	Central Office Leadership
Eric Louers-Phillips	Executive Director, Public Affairs	Central Office Leadership
Heather Clabaugh	Director, Fiscal Services	Central Office Leadership
Kevin Cuppett	Executive Director, Curriculum, Instruction & Innovation	Central Office Leadership
Leslie Frei	Supervisor, Early Childhood Education	Central Office Leadership
Kristen Canning	Director, Elementary Schools	Central Office Leadership
Tim Thornburg	Senior Manager, Human Resources	Central Office Leadership
Julie Nguyen	Director, Human Resources	Central Office Leadership
Jennifer Bingman	Director, System Accountability	Central Office Leadership
Deborah Gilmartin	Supervisor, System Accountability	Central Office Leadership
Kristine Pearl	Supervisor, Career and Technology Education	Central Office Leadership
Kathleen Schlappal	Director, High Schools	Central Office Leadership
Dana Falls	Director, Student Services	Central Office Leadership
Kathy Gull	Supervisor, English Learners	Central Office Leadership
DeVeda Coley	Supervisor, Community Schools	Central Office Leadership

Pillar 5_Q158_Blueprint_Steering_Committee_Overview

159. **Teacher and Principal Voice**: Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

The plan was developed in partnership with the Frederick County Teachers Association (FCTA) and the Frederick County Association of Supervisors and Administrators (FCASA). Leadership from both associations served on relevant subcommittees and supported the identification of representative staff in the design and development work. In addition, engagement with teachers and principals was solicited in a variety of ways and in settings where teachers and principals have regular opportunities for input and engagement with the work of the district. This included:

- Principal's Advisory Committee
- Teacher's Advisory Committee
- Instructional Leadership Meetings
- Blueprint Subcommittee Meetings
- Engagement Survey Tools – Launched in January 2023 (see Linked Artifact)

In addition, we developed a public-facing survey tool for community members, teachers, principals, support staff, and others to share their thoughts on the Blueprint plan. The survey link was authored in English and Spanish with a focus on the following key questions:

- Whether or not the individual had reviewed the draft implementation plan.
- The stakeholder group they represented (student, staff, parent/guardian, community member)
- Opportunity to provide thoughts and opinions about each pillar.
- Reactions to the pillar (Likert scale from extremely excited to not at all excited)
- Identify benefits to FCPS in each pillar
- Identify anticipated challenges for FCPS in each pillar

In addition to providing information in formal and informal meeting settings, the Superintendent of Schools and Chief of Staff met in small feeder settings with all principals throughout February 2023 and March 2023. These settings included an opportunity to discuss a range of topics, inclusive of the Blueprint.

Linked Artifacts:

Pillar 5_Q159_A_Blueprint Community Engagement Survey

Pillar 5_Q159B_Blueprint Community Engagement Survey Results 3-6-2023

160. **Quality Control and Project Management**: What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

The FCPS Blueprint Steering Committee utilized four primary structures to complete the work associated with plan development, outlined below.

- Steering Committee Leads Meetings – Weekly
- Email updates and reminders – Weekly and as needed
- Steering Committee Meetings –Monthly
- Subcommittee Meetings – Bi-monthly
- Subcommittee Leads Status Check-In Meetings – November 2022 and January 2023

In addition, final plan development included the use of a staged timeline (see Linked Artifact) with due dates and deadlines for plan completion and standard expectations for attending technical assistance sessions. The linked timeline represents the condensed work of plan authorship from November 2022 through March 2023. The plan included the following key strategies to ensure quality and completeness:

- Technical Assistance Session Attendance
- Provision of a tracking tool for co-chair use to assign items in the plan and ensure accountability for completion.
- Blueprint Leads Team check in meetings with each set of pillar co-chairs to review plan completion, accuracy, and approach.
- Use of Google and Sharepoint tools for collaboration and storage of resources and materials to support plan completion.
- Utilization of the FCPS Grants Management Specialist to support document synthesis, formatting, copy editing, and accuracy for final submission.

With respect to ensuring that the plan is representative of the communities needs we have engaged in robust communication on the plan both in public settings at our Board meetings and through two years of workgroup structures for subcommittees. Over 75 individuals, representing a variety of stakeholder perspectives, with emphasis on historically marginalized groups, and groups directly intended as recipients of the benefits of the Blueprint legislation have been involved in sharing feedback, ideas, and reactions. Additional artifacts on community engagement may be found linked in Q161.

Linked Artifacts:

Pillar 5_Q160_FCPS Blueprint Timeline - FCPS Timeline for Blueprint Plan

161. **Stakeholder Engagement**: At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

FCPS engaged in a multi-pronged approach for community engagement inclusive of social media, website, and presentations. The primary approaches included:
- Blueprint Implementation Plan website (https://www.fcps.org/blueprint)
- Community "One Sheeters" summarizing current and future work (see Linked Artifacts)
- Board of Education presentations over three dates during the 2022-2023 school year (see Linked Artifacts)
- Community Engagement Launch Videos (https://www.fcps.org/blueprint)
- Community Stakeholder Survey Tool (see Linked Artifacts)

The survey tool was the primary means of collecting qualitative and quantitative information about the stakeholder perspective on the work outside of engagement with the subcommittee design and development work. The survey was analyzed descriptively by our System Accountability team and summarized key findings and information to guide plan refinement. The survey tool was translated into

Spanish for language access and our website provides the option for individuals to self-select translation from over 100 languages.

Artifacts linked in Question Q159 detail the feedback and survey tool. The survey responses collected information about general stakeholder representation (student, staff, parent/guardian, community member), but did not ask for identifying information with respect to their focused perspectives. In this way, future tools may ask for information relative to perspectives that reflect English learners, students receiving special education services, or others to ensure that our engagement efforts have fully reached all the groups the Blueprint intends to serve and ensure representative feedback.

Last, FCPS published a public facing version of the draft implementation plan on February 16, 2023 and created an email address for narrative comments and questions to be shared with the Blueprint Steering Committee leads named BlueprintComments@fcps.org While the email dropbox did not generate significant public commentary, the steering committee leads did receive written feedback from the NAACP Education Subcommittee co-chair on March 3, 2023 which it considered for the revisions to this plan and refinements in the work for the coming year and were incorporated into the focus of future work.

Linked Artifacts:

Pillar 5_Q161_A_Blueprint Pillar_01_Fall22

Pillar 5_Q161_B_Blueprint_Pillar_02_Fall22

Pillar 5_Q161_C Blueprint_Pillar_03A_Fall22

Pillar 5_Q161_D_Blueprint_Pillar_03B_Fall22

Pillar 5_Q161_E_Blueprint_Pillar_04_Fall22

Pillar 5_Q161_F_PART 1_ BOE Presentation_ Blueprint (12.7.22).pdf

Pillar 5_Q161_G_PART 2_ BOE Presentation_ Blueprint (12.7.22).pdf

Pillar 5_Q161_H_Master One Sheeter for Community Engagement

Pillar 5_Q161_I_Master One Sheeter for Community Engagement 2

Pillar 5_Q161_J_PIllars 1 and 3_Blueprint Update and LEA Plan (2.22.23)

Pillar 5_Q161_K_Pillars 2, 4 and 5_Blueprint Update and LEA Plan (3.8.23)

162. **Monitoring Implementation**: Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

The Office of the Chief of Staff will continue to be responsible for ensuring coordination and monitoring of the FCPS Blueprint Implementation Plan. FCPS will continue with the Steering Committee structure ensuring monthly and quarterly meetings of the pillar leads. We will provide twice annual reporting to the Board of Education and public about the Blueprint work, including ensuring all legislative and other reports associated with monitoring implementation are submitted on time and provided to the AIB, MSDE, and the Department of Legislative Services (DLS). All reports and presentations will continue to be housed on our FCPS Blueprint website found at www.fcps.org/Blueprint.

Linked artifacts from Q158 include the full portrait of the FCPS Steering Committee. It is the intention to draft a timeline and action plan around how the plan will be monitored for the public, stakeholders, and our Board of Education to ensure that our implementation proceeds with fidelity. In addition, as the Steering Committee will be charged with developing an additional two-year plan due for submission in March 2024, we want to ensure we are consistently tracking the efforts detailed in the current plan as well as building upon the successes to refine and deepen our system wide efforts.

Linked Artifacts:

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Sarah Sirgo	Chief of Staff, Blueprint Implementation Coordinator	Central Office Leadership
Leslie Pellegrino	Chief Financial Officer	Central Office Leadership
Eric Louers-Phillips	Executive Director, Public Affairs	Central Office Leadership
Heather Clabaugh	Director, Fiscal Services	Central Office Leadership
Kevin Cuppett	Executive Director, Curriculum, Instruction & Innovation	Central Office Leadership
Leslie Frei	Supervisor, Early Childhood Education	Central Office Leadership
Kristen Canning	Director, Elementary Schools	Central Office Leadership
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Deborah Gilmartin	Supervisor, System Accountability	Central Office Leadership
Kristine Pearl	Supervisor, Career and Technology Education	Central Office Leadership
Kathleen Schlappal	Director, High Schools	Central Office Leadership
Dana Falls	Director, Student Services	Central Office Leadership
Kathy Gull	Supervisor, English Learners	Central Office Leadership
DeVeda Coley	Supervisor, Community Schools	Central Office Leadership

163. **Local Board Approval of Implementation Plans**: Discuss the role of the local school board in the approval and/or oversight for the LEA's Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.
Note: If an LEA's Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

The Board of Education of Frederick County is a key partner in the Blueprint Implementation Plan. While approval of the plan is not required under local board policies, our commitment is to continue to ensure that Board members are well versed and understand the direction of the work, have the opportunity to ask questions, and provide input. The following targeted partnership efforts were provided:
- Presentations were made to the Board on December 7, 2022, February 22, 2023 and March 8, 2023 to provide an overview of the local work (see Linked Artifacts for Board Docs agendas; presentations may be found in Q161).
- A link to the Blueprint Implementation Template provided to each LEA was shared with the Board on December 8, 2022 prior to completion.
- A copy of the draft plan with a focus on current work, future work, and highlights of the plan was presented for public and the Board of Education for review on February 22, 2023 (Pillars 1 and 3) and March 8, 2023 (Pillars 2, 4, and 5).
- A copy of the draft implementation plan was printed in hard copy and placed in our Board office and provided as a digital link to Board members on February 16, 2023.
- A copy of the draft implementation plan was placed on our FCPS website on February 16, 2023.
- A final submitted copy of the FCPS Implementation plan was provided to the Board of Education on March 15, 2023.

Linked Artifacts:

Pillar 5_Q163_A_BoardDocs_12_7_22

Pillar 5_Q163_B_Board Docs_2_22_23

Pillar 5_Q163_C_Board Docs_3_8_23

Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

164. The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

FCPS' staff has been actively involved in the MSDE Student Information System and Financial Reporting workgroup and the workgroup reviewing the MSDE Financial Reporting Manual. FCPS is also one of three LEA's working with the MSDE consultant on the initial file layout and crosswalk into the new MSDE financial system. Being involved in the workgroups has assisted staff in gaining knowledge of the new systems and requirements, analyzing complexities of the change, and offering valuable LEA perspective. FCPS' financial system is managed in-house which gives us flexibility and expertise for these changes and the ability to successfully interface with MSDE's new Financial System.

With regard to budgeting funds at the school level, several years ago, FCPS began budgeting salaries to the school level. In FY23, we began allocating fringes to the school level. The Fiscal Services' team is working with other central office departments to budget and allocate large expenses such as dual enrollment, utilities, curriculum materials, and technology directly to the school level. FCPS staff are confident that we can demonstrate both from a budgetary and actual perspective the allocation of 75% of state and local funding, as a whole, to the school level.

The identification of expenditures, both budget and actuals, by state aid categories has been more challenging. Our Fiscal Service team as well our Business Service Technology team meets regularly to discern how to best delineate expenses by the various state aid revenue sources. In October 2022, FCPS began reporting monthly through the MSDE AFR system actual expenses by state aid categories, which has allowed us to gain valuable knowledge to expand the accuracy and efficiency of this reporting.

Linked Artifacts: